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ABSTRACT

This study is the fifth assessment in an 18-year longitudinal study begun in 1986 to follow a group of Montessori students who attended the Franciscan Montessori Earth School in Portland, Oregon. Participating were 45 students with an average age of 18 years, about half of whom were in high school and half in college. Students completed an online survey focusing on psychological, social, and vocational issues. The study postulated two hypotheses: (1) the number of Montessori Education Years (MEY) would positively relate to qualities emphasized in Montessori education; and (2) participants with any Montessori education would be at least as successful as the general population. Findings provided considerable support for the first hypothesis, tempered by drop-out sample bias, in terms of life-long learning and self-development. The personal value of life-long learning was identified as most prevalent among students with 10-15 MEY. The striving for self-development was manifested by a strong desire for self-understanding, general personality development, self-direction and discipline, and a strong positive attitude toward social-interactive activities. Evidence that participants with 10-15 and 3-5 MEY were more similar in comparison to participants with 6-9 MEY suggests that the most important factor is a natural predisposition toward a Montessori-compatible lifestyle. The evidence supporting the second hypothesis was strong, with some negative effects reported. (Nine appendices include comments from participants regarding career-oriented volunteer and paid experience, educational philosophy, maximizing the ability to learn, and projective stories. A copy of the online survey is also included.) (KB)

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ED 431 543

THE LONGITUDINAL ASSESSMENT STUDY (LAS)

THIRTEEN YEAR FOLLOW-UP

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I. EXECUTIVE SUMMARY

This is the fifth assessment in an 18 year longitudinal study to follow a group of Montessori students who attended the Franciscan Montessori Earth School. The average age of participants is 18 years. While the sample must be considered biased due to drop-outs, the qualitative nature of the results is considered appropriate in the absence of previous research related to adolescent-to-adult aged Montessori-educated persons.

For this fifth assessment, an online survey was used (www.glennresearch.com/fm-las5.html). Questions focused on the underlying psychological, social, and vocational issues. For comparison purposes, the sample was split into three levels of MEY (Montessori Education Years): Many (10-15), Some (6-9) and Few (3-5). The same two hypotheses used throughout this study were addressed: 1) More MEY would result in a more "Montessori-like" personality and life choices (i.e., Montessori works) and 2), that the LAS sample would be as good as, or as "normal" as, the general population (i.e., Montessori does not harm).

The evidence supporting the second hypothesis was strong. Some negative effects were reported (being unprepared for large schools and for non-interactive teaching methods, e.g., lectures), but in all cases negative comments were tempered by an overall positive assessment.

Tempered by the likely drop-out sample bias, there was also considerable support for the first hypothesis, in two related areas: Lifelong learning and self-development.

The personal value of lifelong learning was identified as most prevalent among the Many MEY group and focused on direct experiential (hands-on) learning, one-on-one learning (and peer teaching), self-direction and control, and travel.

The striving for self-development was manifest by a strong desire for self-understanding, general personality development, self-direction and discipline, and a strong positive attitude towards social-interactive activities.

There was some evidence suggesting that participants with Many and Few MEY were more similar in more strongly striving for lifelong learning and self-development, as compared to participants with Some MEY, but it is unsure why this would be true. One hypothesis could be that participants with Few MEY left FMES not due to philosophical reasons but rather financial reasons, while participants with Some MEY may have been more likely to leave due to philosophical differences. Another possibility is that, among LAS participants with Few MEY, the motivation to continue in the LAS was higher among participants who were naturally more Montessori-like.

These alternate explanations suggest that the number of Montessori education years may not be the key, but rather the most important factor could be a natural predisposition (learned from parents during childhood) towards a Montessori-compatible life style.

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II. INTRODUCTION

This is the fifth assessment for the Longitudinal Assessment Study (LAS).[1] The Longitudinal Assessment Study (LAS) was initiated in 1986 in order to assess the affects of a Montessori education on children into adulthood.

As in many Montessori programs with elementary and higher levels, a concern among parents focuses on whether this alternative educational method is preparing the student for the "real world." Many parents feel Montessori is fine for pre-schoolers, perhaps acceptable for lower elementary aged children, but many have serious doubts for its effectiveness in developmental preparation for upper elementary and older aged children. Montessorians believe it works, but little in the way of scientific proof is available for the doubters. The LAS grew out of this need to establish valid and reliable outcome research.

The primary hypothesis related to the LAS is that the number of Montessori Education Years (MEY) will be positively related to those qualities which are emphasized in the Montessori teaching environment, such characteristics as lifelong learning, self-control and self-direction, spontaneity, creativity, and the like. A secondary hypothesis is that participants with any Montessori education will be as successful as the population of similar students after leaving the Earth School. Stated another way, the primary hypothesis is that Montessori works, and the secondary hypothesis is that Montessori does not harm.

There is a dearth of Montessori-related longitudinal studies assessing elementary aged and older children. In fact, a recent computer based review of the ERIC data base revealed no citations of longitudinal studies other than for preschool aged children. The first LAS assessment in 1986 required the respondent to be in lower (grades 1 to 3) or upper (grades 4 to 6) elementary, and LAS participants are currently between 13 and 24 years of age.

The previous four assessments were largely quantitative in nature, that is, they used a combination of uniquely created questionnaires (for teachers, parents and the student participants), along with a widely accepted, untimed, traditional personality assessment (the Cattell series; different forms for different ages), and the use of achievement test scores, plus grades for participants who moved to schools that kept grades. Beginning with the fourth assessment, the first in which some participants were adults, some open-ended questions were added for the students to complete.

This fifth assessment took a whole new approach, based primarily on two considerations. First, feedback from previous assessments was clear than these older students and young adults were not willing to complete a complicated 2 hour procedure. Second, results from the two previous assessments consistently found that both the uniquely created surveys (teacher, parent and student) and the standardized tests (personality and

[1] Results from the previous LAS assessments can be found in the ERIC data base: ED370679 for the third assessment and ED403013 for the fourth assessment.

achievement) showed that the LAS participants were at least as good as (or as normal as) the general population. What was needed was a more sensitive assessment to address the humanistic Montessori attributes, not quantifiable through traditional testing procedures. A third consideration was that of research time and budget; a more streamlined approach was needed.

As such, all previous assessment tools were discarded in favor of a one-time, 20 minute, online survey. Since nearly all LAS participants were either in high school or college, we assumed most would have Internet access, all that is required to complete an online survey. Of the 82 participants in the fourth assessment, a total of 45 (55%) completed the online survey. There were 8 additional people who refused participation, 3 reported they were unable to access the survey site (probably due to parental lockout but not confirmed), 6 people who never responded to any correspondence, and for the remainder, we were unable to either contact the parents by phone or the provided email was invalid.

Thus, the primary limitation (in common with nearly all longitudinal studies) is sample bias due to respondent drop out. A second limitation is the lack of a comparison group. In compensation the main basis of comparison will be the number of Montessori education years (MEY) which addresses the primary hypothesis. Three MEY groups were established as follows.

Number of Montessori Education Years (MEY)	#	%	Mean Age
MANY (10 to 15 Years)	21	47	18.38
SOME (6 to 9 Years)	14	31	18.14
FEW (3 to 5 Years)	10	22	16.90

These limitations, along with the dearth of longitudinal Montessori research at the elementary and above level, supports a qualitative research approach. We will find that the psychologically oriented, open-ended questions reveal some interesting underlying patterns consistent with Montessori philosophy.

The online survey can be found at: http://www.glennresearch.com/fm-las5.html. The list of asked questions is reproduced in Appendix I.

MEY and age. One might expect a strong relationship between the number of Montessori education years and age. However, in our sample, the correlation between these two variables was a modest .24. Thus, when we talk about MEY, there are only *some* hidden modest age effects. MEY by age numbers are produced above.

The Appendices. Appendices B through H contain the verbatim responses. Within each appendix, responses are listed in order of MEY (from high to low). The phrase, "No comment" is used as a placeholder to indicate no response.

Sample demography. Appendix A contains the details. In overview, the mean participant age was 18 years (median and mode were both 19), with a range of 13 to 24

years of age. A little over half (56%) were female, a little under half (44%) were still in high school, with all but one of the remainder currently in college. One participant was not currently in college but was working. All participants were single, never married, and had no children. Half (51%) lived at home (44% in high school, 7% attending college), while the remainder lived on a college campus (31%), were in college but lived off campus (16%), or were working and rented an apartment (2%).

III. ANALYSIS AND RESULTS

The letters "M", "S", and "F" following quotes at the beginning of the following sections indicate into which MEY group the participant fell (Many, Some, Few MEY years).

CAREER ORIENTED VOLUNTEER AND PAID EXPERIENCE

"I believe these experiences will be a valuable hands on experience for my desired career." [M]

"It helped me with my social and economical skills." [M]

"All the jobs I have held in the last three years have been solely for income purposes." [M]

"I worked at Fred Meyer's...as a clerk. This helped me to decide that I needed some kind of technical training, because the work wasn't challenging enough." [M]

"Every job that I do gains me experience." [S]

"I think that any kind of experience helps in overall growth of a person." [S]

"I also learned more about what goes on in the real world." [F]

Verbatim responses can be found in Appendix B.

Earlier we reported only a modest (r=.24) relationship between MEY and age. However, of all results presented, work experience may have a stronger relationship between MEY and age. Also, at the Franciscan Montessori Earth School (FMES), volunteer work experience is part of the curriculum, so in some cases we cannot distinguish between truly volunteered and required experiences. This can be partially neutralized by focusing more on suggested (underlying) reasons and stated benefits than on the specified experiences.

There did not appear to be much of a relationship between MEY and work experience. One might hope that more MEY would be associated with helping others (either volunteer or paid), but this did not seen to be the case.

However, it was quite apparent, as indicated in the quotes above, that the LAS participants as a group were using such experiences to further their own personal development, and only in a few cases were participants solely money oriented.

PHILOSOPHY OF EDUCATION AND MAXIMIZING ABILITY TO LEARN

HOW DOES YOUR BEST WAYS OF LEARNING FIT WITH YOUR SCHOOL'S METHODS?

"My motivation is based on self-improvement as well as more materialistic reasons." [M]
"They present the skills necessary to work in the field."

"Don't tell me, show me or let me try it to understand." [M]
"It is a student driven kind of education"

"I believe that a nurturing experience in younger grades is very important." [S]
"Most [teachers] feel the need to teach in a manner that is easiest for even the slowest students to understand."

"I need variety in order to learn." [S]
"In math I doodle during the lectures."

"I like a very structured environment where the guidelines are set forth and easy to understand." [S]
"There are students who aren't there to learn and hold up the process for all of us."

"Taking challenging courses has definitely maximized my ability to learn." [F]
"My high school tends to give a lot of "busy work." I prefer to participate in class discussions or thoughtful problem solving."

"I need to enjoy what I am studying." [F]
"It should be noted that this isn't the "school's method," it's the individual teachers'."

Verbatim responses can be found in appendix C. How best ways to learn fit with school's methods is indented for each participant.

There appeared to be a Montessori-consistent relationship between educational philosophy and MEY. Participants with many MEY were more likely to mention self-learning (as opposed to teacher-directed learning) and direct experiential learning. Participants with some MEY tended to mention self-learning, but did not often mention direct experience. Participants with few MEY tended to not mention self-learning or direct experience. However, all MEY groups frequently mentioned the need to be personally interested in the material, but this is probably true of students in general.

In terms of best ways of learning fitting with the school's educational methods, a subjective coding of responses into yes, no, and mixed showed a strong relationship with

MEY, as illustrated in the following table, which excludes the one LAS participant not currently in school.

Does your best ways to learn fit with your school's methods?

MEY	YES	MIXED	NO
MANY	15	2	4
SOME	5	4	4
FEW	3	1	6

It is possible that participants with many MEY seek out similar educational environments in college. Interestingly, the table in Appendix A (section IX) which lists the names of colleges of LAS participants, includes many non-traditional universities.

PROFESSIONAL GOAL AND CERTAINTY

"I want to have a career that I can feel good about politically (how it effects others) and personally (how much I enjoy it)." [M, age 20]

"I don't have a particular goal, as long as the job pays well and gives me an opportunity to travel." [M, age 19]

"I would like a job that does not have a regular 40hr. work week and that involves many different types of personal responsibility." [S, age 19]

"To complete college and get a job in math or science." [F, age 15]

Verbatim responses can be found in Appendix D.

These quotes represent the more philosophical responses. Almost half of participants mentioned specific occupations, but there did not appear to be any difference from what might be expected from the general population of college educated or bound people.

There were a few tendencies, however. Recall first that age varied little by MEY status; Many and Some MEY participants averaged 18 years of age, while Few MEY participants were 17 years old on the average.

Participants with Many MEY appeared more likely to mention specific occupations, and it is possible they were more likely to mention jobs involving travel. The travel factor may be FMES-specific, as yearly travel is a part of the curriculum. Also, participants were asked to indicated how sure they were about their professional or career goal (1=very unsure to 7=very sure), and there was a tendency for Many MEY participants to be a little more sure, but this was not statistically significant. The following table has the numbers, of course excluding participants with no response.

KEY	MENTION TRAVEL	MENTION SPECIFIC	CERTAINTY
MANY	5	10	5.14
SOME	3	4	4.36
FEW	1	5	4.70

HOW HAS YOUR MONTESSORI EXPERIENCE AFFECTED WHO YOU ARE TODAY?

"I believe that I am an open-minded person, interested in philosophical/spiritual matters as well as day-to-day concerns. I know a great deal about how and why I learn. Both of these points are a result of FMES and SFA." [M]

"I understand synthesis." [M]

"I think it may actually affect me more that I realize." [M]

"I know who I am and what I want, and the things that I don't know I am not the least bit afraid to explore them." [M]

"Very much! It has affected me by the way that I communicate with my peers, work with my peers, and get along with people. It also has helped me greatly in matters of school and learning." [M]

"In Montessori I was more protected from the realities of this world than I was in public school."[S]

"I love to sing, and I don't think I ever would have known that without Montessori." [S]

"I also think Montessori has helped my problem-solving skills a lot." [S]

"I think that my Montessori experience has taught me two things. To be curious and self-disciplined and to appreciate the diversity of public school." [S]

"The world is my classroom--I need only to make good use of the opportunities it offers me." [F]

"It has made me an absolute perfectionist! It has also given me self-motivation, courage, personality, self-esteem, responsibility, initiative, and leadership." [F]

"Montessori has mainly affected how I learn. It made me a very visual learner." [F]

Verbatim responses are in Appendix E.

It is astonishing how much effect of their Montessori experiences these participants attribute to their self-development. Even participants with a mere 3 MEY, a decade ago, claim a major influence in who they are today, both in personality and specific to education. There were very few "neutral" or "no affect" comments; even the negative comments attributed the negative affect to their Montessori education.

There appeared to be an interaction with MEY. Participants with Many and Few MEY were more positive overall in assessing how their Montessori experiences affected who they are today, with very few negative comments, and all negative comments were mixed with positive comments. However, participants with Some MEY were the only ones who stated only negative comments, but even here, only 4 such comments were noted (plus 2 mixed and one perhaps neutral comment). It is unknown why participants with Many and Few MEY would be more positive overall in assessing the affect, as compared to participants with Some MEY, but some possibilities will be addressed in the conclusions section.

Negative comments were predictable (but no less noteworthy); being unprepared for large schools (either high school or college) and for non-interactive teaching methods (e.g., lectures).

Positive comments strongly reflected the effect of a Montessori education and also served to separate the three levels of MEY.

Most often mentioned by Many MEY participants was personality development (self-understanding, general development, self-direction, and self-discipline), with social skills and the benefits of a hands-on, one-on-one learning method (teacher to student and student to student) being mentioned less often but still frequently. These comments were often made with emphasis and in strong words. Many of the statements could be taken in their entirety and used in a promotional campaign.

Participants with Some MEY tended to be less strong in their positive comments, and more general as well, focusing on independence, open-mindedness, and the comfort and nurture of the Earth School.

Positive comments from participants with Few MEY were more similar to participants with Many MEY, but they tended to be a little less specific.

PROJECTIVE STORY TECHNIQUE

The picture and verbatim stories can be found in Appendix F.

Participants were asked to make up a story about the picture, telling what led up to the event shown, describing what is happening now including what the characters are feeling

and thinking, and giving the outcome. This is a projective technique, revealing some underlying ways of thinking and approaching problems.

There are many very creative and entertaining stories (along with some much less so), but to this researcher, MEY did not appear to be a factor. In theory, one might expect, of participants with more MEY, stories using creativity, cooperation, problem solving, and some sort of peaceful conflict resolution. Certainly, several stories had all of these qualities, but across all three levels of MEY.

Some of the more creative stories included these excerpts.

> "In order for the truth to be told, someone must travel to where the past, the present and the future are all kept in the mind of the great beast." [M, age 22]
>
> "Yet he [the red beast in the picture] was too heavy to fly on his wings, due to his love of the taste of mayo, so he drove his '59 Chevy everywhere that he went." [M, age 17]
>
> "Once upon a time there was a kid sitting around, and he was bored. So he began to doodle on his paper. You see, he was bored for a very long time, so his doodle soon became a very exact drawing (it is pictured above). This kid looked at his picture and began to analyze it. He realized that he needed to talk to his parents (shown by the big ugly monster). Isn't it neat what you can learn from your doodles?" [M, age 19]
>
> "Back in the day of mythical creatures and knights in shinning armor, a young knight set upon a quest. The quest was to travel the world and experience the more-than-human-world. The main difficulty with this quest was one of language, and how humans perceive the communication skills, reasoning, and abstract thinking abilities of the more-than-human-world. The young knight set out to overcome this perceived problem by setting aside his ingrained language skills and began listening, and he found that with listening and observing he could communicate with the more-than-human-world." [S, age 22]
>
> "The only way that he can be transformed [from the beast back to human] is if he gives up something that was very important in his life. He gives up his imagination, because he thought that he never really used it very much anyways. So he accedes to the punishment and lives a boring life with out creativity, and for this reason his traveling companion leaves him because he is boring." [S, age 21]
>
> "The man pictured is undergoing hypnosis, in which he has been told to create a beast which symbolizes all the frustration, anger, or fear which he feels about some area of his life." [F, 20]
>
> "That is me dressed up as a boy, and the big hairy red thing is my boss. I'm about to kick his hairy butt to China." [F, 20]

WHAT ARE YOUR PASSIONS IN LIFE?

"My only passion in life is learning." [M]

"The loyalty that I have for my friends in also a passion I uphold." [M]

"My only passion is that I experience as many different things as I can. Variety is akin to happiness." [M]

"I love to be thinking." [M]

"I have a passion to know about things that are different than I am." [S]

"I don't know what I find the most passionate to me. I think that is what I love the best, the hunt for it." [S]

"I want to do everything that there is to do." [F]

Appendix G contains the verbatim responses.

There were basically two kinds of responses (sometimes within the same reply); a general passion for learning and self-development and a more specific mention of certain passions. The quotes above focus on the first, more general passion, and it is no accident that most of the quotes come from the Many MEY group. A rough tally for the presence of the more general passion to learn comments suggests that about half of the Many MEY, but only a third of the Some and Few MEY groups, made such comments. Apparently, the value of life-long learning is more prevalent among participants with may years of Montessori education.

SENTENCE COMPLETION TECHNIQUE

You and your friends have a difference of opinion about...

"...success vs. relationships." [M]

"Meaning of life." [M]

"God." [S]

"What type of pizza we would be if we were pizzas." [S]

"What is your idea of a good friend?" [F]

"How long have you been friends with your best friend." [F]

Verbatim responses are in Appendix H.

Participants were asked to complete the following sentence: You and your friends have a difference of opinion about...". This projective technique question was pre-tested with junior high aged Montessori students, and it appeared to reveal the things people feel are important to them in the social sphere.

There appeared to be a possible subtle effect of MEY, but also of age, but it may also be a survey burn-out effect. This was the final question in the survey, and answers were often brief and sometimes skipped entirely. It is possible that the More and Few MEY groups focused more on ethical and value-related issues (deep thinking), while the Some MEY group had a slight focus on things and activities (surface thinking).

IV. CONCLUSIONS

The evidence supporting the second hypothesis (Montessori does not harm) was strong. Some negative effects were reported (being unprepared for large schools and for non-interactive teaching methods, e.g., lectures), but in all cases negative comments were tempered by an overall positive assessment.

Tempered by the likely drop-out sample bias, there was also considerable support for the first hypothesis (Montessori works), in two related areas: Lifelong learning and self-development. In a sense, these two areas can be considered separated only by their respective foci; learning about the (external) world, and learning about the (internal) self.

The personal value of lifelong learning was identified as most prevalent among the Many MEY group and focused on direct experiential (hands-on) learning, one-on-one learning (as well as peer teaching), self-direction and self-control, and travel.

The More MEY group, compared to the other MEY groups, tended towards self-direction, particularly in finding ways their current school's methods fit with their best ways to learn. Even in traditional high school environments, More MEY students seemed better able to direct whatever control they had over their educational processes. In terms of their professional goal, More MEY participants were more likely to mention travel and learning about other cultures, and they may have been more certain about their goals. When asked how their Montessori education made them who they are today, More MEY participants were more likely to mention being self-directed, using self-discipline, as well as a preference for direct experiential (hands-on) learning, preferably one-on-one. In terms of their passions in life, More MEY participants were more likely to mention lifelong learning and self-direction.

The striving for self-development was manifest by a strong desire for self-understanding, general personality development, self-direction and discipline, and a strong positive attitude towards social-interactive activities.

The More MEY group, compared to the other MEY groups, tended to favor a value of self-understanding (and a self-in-social-environment understanding as well). In terms of how their Montessori education made them who they are today, More MEY participants more often mentioned a greater self-understanding, overall general development, and social development, as well as a focus to improve in these areas in the future. More often than not, this striving for self-actualization was a passion in life. In fact, it was possible that More MEY participants were "deep thinkers," focusing on underlying motivations (about oneself, others, and the world in general), as compared to less MEY participants who were more mixed in "deep" and "surface" thinking.

There was some evidence suggesting that participants with Many and Few MEY were more similar in more strongly striving for lifelong learning and self-development, as compared to participants with Some MEY, but it is unsure why this would be true. Possibly, this is a misleading finding, clouded by dropouts over the 13 years of this study.

However, one hypothesis could be that participants with Few MEY left FMES not due to philosophical reasons but rather financial reasons, while participants with Some MEY may have been more likely to leave due to philosophical differences. This would result in the Few MEY group being "naturally" more Montessori-like than their few years of Montessori education would indicate. A related possibility is that, among LAS participants with Few MEY, the motivation to continue in the LAS was higher among participants who were naturally more Montessori-like (thus, LAS dropouts would be less Montessori-like).

These alternate explanations suggest that perhaps the number of Montessori education years may not be the key, but rather the most important factor could be a natural predisposition towards a Montessori-compatible life style among the parents of LAS participants (the assumption being these values would be taught or modeled by parents over the several years of childhood). This in turn suggests that people who persist with a Montessori education for 10 or more years do so because they already have Montessori-like beliefs about education and life (rather than the Montessori education causing this value to develop).

APPENDIX A

Sample demographics.

I. How many Montessori Education Years (any school, all grades) have you had? How old are you?

STATISTIC	MEY	AGE
Mean	8.87	17.98
(Standard Deviation)	(3.40)	(2.83)
Median	9	19
Mode	11	19
Range (Min – Max)	(3 – 15)	(13 – 24)

II. What is your gender?

GENDER	#	%
Female	25	56
Male	20	44

III. What is the highest grade in school you have had the opportunity to complete?

EDUCATION	#	%
Less than high school	20	44
High school graduate or GED	8	18
One complete year of college	9	20
Two complete years of college	3	7
Three complete years of college	4	9
Four complete years of college	0	0
More than four complete years of college	1	2
Refuse to answer	0	0

IV. What is your marital status?

MARITAL STATUS	#	%
Single-never married	44	98
Married	0	0
Separated	0	0
Divorced	0	0
Widowed	0	0
Refuse to answer	1	2

V. How many children (adopted or birthed) do you have?

NUMBER OF CHILDREN	#	%
None	45	100

VI. Briefly describe your living situation (what kind of housing, who else lives with you, where do you live, etc.).

LIVING SITUATION	#	%
Home – in high school	20	44
Home – attending college	3	7
College – on campus	14	31
College – off campus	7	16
Working – rent own place	1	2

VII. What was your total income (before taxes) in 1997? Please do not count anyone else; I just want your own personal income.

INCOME	#	%
Less than $1,000	23	51
$1,000 to $1,999	3	7
$2,000 to $2,999	2	4
$3,000 to $3,999	2	4
$4,000 to $4,999	1	2
$5,000 to $5,999	1	2
$6,000 to $6,999	0	0
$7,000 to $7,999	1	2
$8,000 to $8,999	2	4
$9,000 to $9,999	1	2
$10,000 to $14,999	0	0
$15,000 to $19,999	0	0
$20,000 to $24,999	1	2
$25,000 to $29,999	0	0
$30,000 to $34,999	0	0
$35,000 to $39,999	0	0
$40,000 to $44,999	0	0
$45,000 to $49,999	0	0
$50,000 and over	0	0
Refuse to answer	8	18

VIII. How far do you plan to go with your formal education?

EDUCATIONAL GOAL	#	%
Less than one year of college	0	0
One year of college	0	0
Two years of college	0	0
Three years of college	1	2
Undergraduate college degree	9	20
Graduate school - Masters degree (M.S. or M.A.)	20	44
Graduate school - Doctors degree (Ph.D., M.D., Ed.D., Jd.D. etc.)	13	29
Refuse to answer	2	4

IX. If you are in college, what is the name and city of your college?

COLLEGE NAME & CITY
Armand Hammer United World College of the American West, Montezuma, NM
Evergreen State College, Olympia, WA (2)
George Washington University, Washington, DC
Manhattan College, Riverdale, NY
Mira Costa Community College, Oceanside, CA
Oregon State University, Corvallis, OR
Portland Community College, Portland, OR (2)
Portland State University, Portland, OR (2)
Pratt Institute, Brooklyn, NY
Principia College, Elsah, IL
Pritzer College, Claremont, CA
Reed College, Portland, OR
Rhode Island School of Design, Providence, RI
Swarthmore College, Swarthmore, PA
University of Oregon, Eugene, OR
Washington State University, Pullman, WA
Washington State University, Vancouver, WA
Western Washington University, Bellingham, WA
Whitman College, Walla Walla, WA (2)
Willamette University, Salem, OR

APPENDIX B

In the last three years, have you worked or volunteered in a job that you expect will help your career? If yes, please describe the different positions, about how many hours they were for (either total or per week or month), and how you think they will help you reach your career goal.

Many MEY (10 to 15 Years)

I have volunteered in a number of organizations over the last three years. Some of these include Youth AIDS Prevention Projects, Bread and Roses, a special education classroom which focuses on life skills for ages 18-21, and most recently I volunteered for six months in South Africa (I returned only in Dec. 1998) at an independent non-governmental organization called Alpha Community Projects located outside of Cape Town. There I assisted in the Youth Project including leading life skills workshops and other youth programs. I plan to return to Cape Town within the next year to continue this youth work and/or when I return to the US, I plan to continue youth social work here as well. All jobs that I have held in the last three years have been solely for income purposes.

None

Yes, two jobs that I have done will probably help in my career. The first was volunteering for the news dept. of KBOO radio in Portland while a high school senior. This was about 6 hours per week. Currently I am working as a reporter for the student newspaper on campus. This is about 2-3 hours a week. Both these jobs have allowed me to write and publish/broadcast news stories, giving me experience in journalism, which I am considering as a career

As I am still a student in college, I have yet to begin a formal career. Last summer ('98) I spent 3 months working as a contractor for a small website and intranet systems company. I worked as an artist and as a designer for internet-oriented graphics. I worked about 7 hours a day. The skills I gained in graphics programs as well as customer relations and deadline management will greatly improve my chances for a successful career in design.

I worked at Fred Meyer's in Vancouver, Washington as a clerk, making $6.50hr. This helped me to decide that I needed some kind of technical training, because the work wasn't challenging enough. I also worked as a video store clerk making $5.05hr, and at the same time I worked as a Dental Assistant after going to Dental Assisting school which made $6.50hr. This was the big wake up that made me decide to go to college for my Ph.D. Because the work was so degrading. The last job I had, I was a Home Care Specialist, I took care of the elderly and disabled, which made 6.42hr. This job I held while going to my first year of college, and it made me decide on a Ph.D. in Biology rather than becoming an M.D.

I did work for my parents doing mapping-based data entry and other office work, which gave me some understanding of computers and technical skills which will probably be useful to me in the future.

No.

I have been an intern for Toad City Productions. I have been an assistant stage manager for them and done various other tasks (assistant teaching, gopher jobs etc.) I also have done a couple shows as an intern at Tygre's Heart Shakespeare Co. I believe that these will be valuable hands on experience for my desired career as an actor.

Yes, I volunteered at the Banfield Pet Hospital as an intern and I worked as a kennel attendant there also. I Volunteered for two weeks straight with 4 hours of work per day.

No.

I volunteered for the Oregon Human Society and a pet hospital. I thought that was a career I was interested in, but I found that it is more of something I would like to help than do as a career. I also worked for Don Moriset homes. Found that I do not like hosting and will not be going into that field.

I currently volunteer at the art museum downtown. Art is a field that I am very interested in and am learning many things about how a exhibit is put together. I am there for at least 6 hours a month.

Internship through SFA 2 hours per week (for 2 months) in a Lower elementary classroom, helping the students with math. I have also privately tutored several different students in math.

No comment.

None.

Yes. For the past 5 years, I have worked full-time (40 hours a week) at Hewlett-Packard Vancouver site. I expect to receive my bachelors in computer science within the next year or so, and the positions I've held at HP have improved or at least made use of the skills associated with that degree. My first position was in manufacturing. After a year, I began a new position where I maintained an automated assembly cell. There, I was able to write and debug programming code, as well as improve my computer skills in general. One year ago, I moved out of manufacturing and into a product design support position. Now, I write process documentation for new DeskJet products and collect and analyze defect information.

I worked at an establishment called Eternal Elysium. It helped me with my social and economical skills.

No I haven't.

Any work experience will help no matter what it is.

Yes. As an actor. It will help when I have to deal with annoying or many people.

I'm studying to be a psychologist, I'm constantly watching and observing the behavior of people around me in all walks of life.

Some MEY (6 to 9 Years)

I have never had a job.

No.

I worked as a volunteer nurse at Woodland Park Hospital, I spent about fourteen hours there, and it will help me because I want to be a doctor and it teaches me patient care as well as hospital experience.

For the past three years I have worked for the City of Portland Water Bureau as an Engineer Trainee over summer breaks. My future career goals have yet to be set, so whether or not my past work will help in any other way than the fact of having a long term employer who will give me a glowing letter of recommendation I don't know. If I decide to go into Emergency Management then my past work will help tremendously because that is what I have been learning for the past year and a half, and have been offered a full time position upon graduation as the "Assistant Emergency Management Program Specialist" for the City of Portland Water Bureau.

Everything job that I do will help me out in my career, maybe not in a direct way though. Every job that I do gains me experience, which I can use in my next job. I worked at a credit union for a while, and from that job I learned good communication skills. Although I don't want to make being a teller a career of mine, the knowledge I gained as one will help me in any field of work.

Over the past four years I have done a large amount of volunteer service, but none of it have been career oriented.

U.S. Congressman Earl Blumenauer Community and Media Relations Communication Instructor Washington State University.

No.

In the last two years I have volunteered many times at the Portland Rescue Mission serving food to the homeless. I go one or two times a month and serve dinner with a few other classmates. I think that any kind of experience like this, helps in overall growth of

a person. You can see and understand a different way of life. It forces you to become aware of other people's troubles.

No comment.

Nope.

I have volunteered for many agencies. I lived-worked in Paraguay for a summer working on a communal health project. I have worked at an agency designed to help Hispanics in Portland OR. I have volunteered for Project Read, a program that combats adult illiteracy. I have been a YMCA 3rd grade basketball coach for 4 years. I have an internship presently with the state tourism office for Merida Mexico. Needless to say the hours varied, depending on what I did. Usually, I dedicate at the least 12 hours a week, trying to help others.

No.

I am not yet certain of my major (thinking Biology or History).

Few MEY (3 to 5 Years)

All of my paid work experience has been minimum wage, retail jobs...however, I did travel to Quito, Ecuador several summers ago where I volunteered in a homeless old people's home run by a small convent of nuns. I worked a total of about 60 hours over 3 weeks' time. This experience helped me to develop my compassion and insight into the lives of other, less fortunate--something which I'm sure will be useful for my intended profession of Psychologist.

In the past three years I have volunteered in many different community service projects for either Boy Scouts, school, or church. I can't give you the number of hours, because there have been many. But I've gone to about two a month, at about 4 hours each. I expect these to help my career by giving me experience in working with people, and experience with different areas of working.

No.

Yes, right now I work for the college as a computer technician supporting the staff and students of the school. I work only about 10 hours a week and I believe this job to be beneficial to my future career as it gives me experience and work in the field.

No.

I'm majoring in engineering and had a summer internship at the Portland Water Bureau in their engineering special projects division. This should look good on my resume. It also

gave me a better idea of what it is like working in the public sector. I also learned more about what goes on in the real world.

Last summer I went to a program called Center for Talented Youth and I took an astronomy course. It wasn't a job, but I learned that it could be interesting to be an astronomer. The class was 100 hours.

I worked at the Earth school for a few summers, usually 20 hours a week. Here I learned what it was like to be an employee, rather then a student. Starting 8 months, and presently, I'm working as a telephone technical support rep for a large computer company. I'm learning computer, trouble-shooting, and customer service skills. I am a very good tech at the company, and I expect this will be the start of a lifetime of working with computer.

I am not old enough to have a formal job but at school I have done something that fits the question. In school everyday as one of my classes I am a TA (teachers assistant). I go to a classroom with other students a year younger than me and I help them out with various activities. I volunteer in band and so I do chores for the teacher like making copies, sorting music, and printing out music on the computer. Also I take out various sections in the band and help them to understand their music. I think this will help me because in the future I might want to work with children in my career and this will give me an opportunity to see what it is like. Also I get to work with one of my favorite things, technology. I have to deal with things like fixing the copy machine when there is a misfeed and use the computer to print out music.

No.

APPENDIX C

Briefly describe your philosophy of education or what maximizes your ability to learn.

> If you are in school now, how does your personal 'best ways to learn' fit with the school's methods?

Many MEY (10 to 15 Years)

I believe in life long learning. "Skills" such as curiosity and passion are necessary on the part of the student and the teacher. Me, personally, I have to have discussion and hands on type of work. Lectures can be fascinating, but not as a sole source of education. Outside of school I am the same: Don't tell me, show me or let me try it to understand.

> Evergreen is a Montessori type college, no wonder so many of us have made the next step to here. The programs are interdisciplinary and they can be as hands on or as observation-like as you wish. It is a student driven kind of education. You take out as much as you put into your education here. (And we all know how well Montessori students spell, and many faculty here has admitted to me that they are terrible at spelling as well, thank goodness for dictionaries and spell check.)

I am currently anxious in making any distinction between education and indoctrination. I don't think that there can be many positive things that can be done to a learning environment to assure that students are learning to do anything beyond repeat or reformulate the knowledge of their educators (however complex their answers appear). Many people learn to take on and use new languages during their education, but this kind of learning still seems little more than a complex form of memorization. I think that there are a lot of things that can be avoided to help from having an extremely harmful learning environment, but am still reluctant to think that anything but indoctrination of cultural standards occurs. I learn well in lectures, through reading, by thinking, and through discussions. I learn best when all of these elements are mixed.

> My current school allows me to have all of these 'best ways to learn' mixed in a way that gives me a great deal of freedom and control over my education.

What maximizes my ability to learn is the ability to be an active learner, rather than the recipient of a lecture, and to explore topics of my own interest.

> Pretty well, most classes are small, seminar-type, with freedom to chose research topics.

I do not function on much of a philosophy when it comes to education. I tend to learn most when I am motivated. My motivation is based upon self improvement (as an artist) as well as more materialistic reasons. I want to be the best designer I can be, but also have a successful career (and a shiny BMW).

> My learning methods parallel the teaching methods of my school. They present the skills necessary to work in the field, as well as provide a deeper understanding of my department (major).

My ability to learn is maximized by a motivated teacher who is willing to break down subject matter, analyze it, and explain in detail the answers to my questions. Also a teacher who is willing to sit down with me one on one, and find my learning style to teach me the material that challenges me.

> The teachers at my college provide office hours, and there are tutors available for nearly every subject. Most of the teachers conform to the different styles that individuals in the class learn, and that is the way the school's methods fit my best way to learn.

In order to really learn something you have to understand it all the way and practice it, and understand how the different parts relate to each other and to the outside world. I learn best when I can do assignments which allow me to use what I have learned in lecture/class and to see how it relates to everything else.

> It depends on the class. For the most part, small classes are good, and a lot of emphasis is put on practice and integration. Some classes are too much based on lectures and tests, which means that I don't learn as well because I don't practice until I have to study for the test (i.e. math.)

I learn best from direct experience. Jumping into a subject and simply getting involved with it does more for me than studying out of books--though books are easy to learn from, as well.

> There are many opportunities at GWU to work off campus in DC as an intern. So yes, in a way, the school does fit my "best way to learn." But it's only due to its advantageous location. The University, as far as classes go, implements a pretty straight-forward textbook style of teaching.

I believe that everyone has to find what works for them, what works for most may not work for some. I personally learn best when it is on my terms. I choose what I study and how I study it. Thru experience is the way I find most helpful.

> I am actually very unsatisfied with high school right now. It is not a good environment for me. I have , in fact, decided to drop out of school and peruse my own interests, with my own methods of learning.

Your ability to learn is maximized by your willingness and want to learn the material.

> My personal way of learning works very well with the school that I am attending.

I think that I learn best in an environment free from stresses that arise out of the necessity to compete with others.

> An environment free from such stresses related above is impossible to find here and at most colleges.

Everyone learns at different paces, but some are just lazy and need a good puss. Public and Private schools both need to be a bit more demanding to their students achievements. Each child needs to be looked at as an individual. Some children need more of a challenge and independence from the teacher. Others need to be watched over on and have close guidance.

> It doesn't. I prefer to work at a faster pace, and be more independent on my studies, but I have to stay with the class. Also I am studying things that I have already learned and have not been given the opportunity to move ahead.

I learn much better in an environment where other people are very smart. When the standards are raised I do much better.

> I am both visual and auditory learner. This makes it easy for people to teach me because either of the two methods will just reinforce the other method. In each class that I take it is different. My math classes are very visual, while my A.P. History is very auditory.

I think students are best motivated to learn if they understand what and why they are learning, and if they feel some personal connection or benefit from learning. Self direction and self motivation are also aspects that maximize learning.

> My school focuses on character development, which is important to me, and also focuses on learning and practicing abilities that are utilized in any career field, such as communication and listening skills. I think many students at least partly recognize the importance of these (I certainly do) so this adds a level of motivation for me. I also feel that I am given space to plan my own schedule for getting work done. There are many quarter-long projects that allow me to feel that I can budget my own time.

My philosophy of education is that it is my responsibility to learn what I need to learn. I believe that teachers are there to help me learn but that ultimately it is my responsibility. What maximizes my ability to learn is to be in an environment where I can ask questions and where the teachers know my special abilities and needs. It also helps me to learn when I have to help teach others.

> Being in a rather small college (about 3000 students) helps me learn because the classes are small and the teachers know me.

Interest and dedication, support helps too.

> PSU is very open to different learning styles, so what works for me usually goes, unless it is a specific way that they are trying to teach.

Freedom maximizes my ability to learn. The opportunity to choose and set my own pace always gives me the best learning experience.

> Learning at WSU is only moderately less structured than it was in my 2 years of public high school, but I'm studying what I love -- so I don't feel as pressured by that structure. I still have freedom to choose the program I'd like to study and, to some degree, the coursework. The pace is certainly scheduled, but not so much that it's seemed limiting.

I believe that it would help if all courses were taught one-on-one with the students and teachers.

> It is the way I like it sometimes but not all the time.

It helps me if I am in a challenging, friendly environment where I feel somewhat comfortable.

> It fits very well.

Children need to be empowered at a very early age. They need to be given freedom to think and act.

> I am at an art school so there is a lot of room for personal expression in the school work. The teachers are very willing to adapt to the classes learning style and the classes are treated like communities.

I believe that you need one to succeed in life.

> I like to learn at my own pace which is what this school lets you do.

I believe that if you make teaching interesting for the student, they will always want to continue to learn. Giving students choices, and teaching them about things new and fresh.

> I try to take classes that are challenging and interesting, that way it won't be repetitive and boring--my best ways to learn is audio--great since college is mostly lecture.

<u>Some MEY (6 to 9 Years)</u>

I think what maximizes my ability to learn is the way this school teaches. It teaches in a way where you can work independently and not be pressured to get it done.

> It fits just about every where because the way this school teaches is the best way for me to learn I think.

I believe that a nurturing experience in younger grades is very important. Students should also be aware of the importance of a good education so that they can become interested and responsible for their own education.

> I believe that it is important to be challenged in school so that you are constantly learning and improving yourself. Though some of my high school teachers agree with this, most feel the need to teach in a manner that is easiest for even the slowest students to understand.

I study most subjects best when everything is quiet. Sometimes for boring subjects like pre-calculus I have to have the television on because it gets too monotonous. I need variety in order to learn.

> In all of my subjects right now, except for math, the professors realize that lecturing is tedious, so they put variety in their classes, such as movies in English, science labs in Physics, and in Art you can see why it is automatically hands-on. In math I doodle during the lectures, and actually, my doodling during lectures led me to take an Art elective this year.

My philosophy of education is in order to learn you have to want to, you have to work hard, not get behind, and set your priorities accordingly. To maximize my ability to learn I have to go to class and read everything twice.

> I don't think the University has a set method as to the best way to learn, professors lecture, give you an overwhelming amount of reading expect to you to remember the most minute piece of information to regurgitate on a test.

My philosophy on education is a simple one. Education is a means to and ends. That end is being a fuller and richer life lived. Every aspect of education should in my opinion be judged on its practicality to the furtherment of human development. Since it can be said that everything has a place in this world, nothing should limit knowledge. Education should come it two stages. First, at a young age children should be exposed to a vast array of fields. And later in life students should be able to choose their own path. In some regards this is how it is done today. But I think that we as a society have funneled perceptions about advancement to mean success in our commercial world.

> I would have to say that my school teaches well I think. It's not so much how it teaches, but how I choose to learn it. Every moment of everyday I can learn something, I just have to have to will to do it. The only limiting agent is accessibility to information. PSU gives me what I need to achieve. I have

structured classes with open ways of thinking. The only trick is to adapt myself to work within the system.

My ability to learn is maximized when I have a strong personal interest in the subject matter involved. It is very helpful to receive multi-sensory stimulation. So is I can hear it, see it, then do it, everything is received better and remembered longer.

Engineering works well as described above, but large lecture classes when I am shown one problem and then expected to have 20 done for next week, does not work.

Being told what to do and when to do it yet still having the freedom to add a touch of my own personality.

Fine.

I think if you study hard, and get good grades, I will be accepted into a good high school and then college.

I am attending Portland Adventist Elementary School and feel my best way to learn fits well with their teaching approach. I am getting very good grades and for the first time, I am excelling in Math. I enjoy this school and feel I am learning much more than at FMES.

I think that the most important thing about being able to learn, is having something to grab your interest. If you do not care about what you are doing, you're not going to get as much out of it. The teacher is probably the greatest factor in whether you are interested in something. The teachers that keep kids wanting to learn are the most successful.

It all depends on the class and teacher. Some teachers are better at using different methods to help every student learn. The ones that are able to do that work great for me. For the ones that can't, it just depends on whether their style matches with mine. It usually works out pretty well.

I think for the education process to take place a student must have an interest and desire to learn. I learn best from teachers who can interest and challenge me.

It doesn't fit into anything that the school has organized but some of my teachers are very compatible with my learning style.

I'm not learning anything right now...I am working.

[Not in school.]

Personally, I am a visual learner. I think that in part has very much to do with my initial Montessori training. I agree with the practice of giving children their freedom and

independence to learn at their own rate and at their own interest, keeping in mind that at times kids need a firm push.

> It is not entirely applicable. I find that in College, although independence is key, the same type of independence that the Montessori system preached to me, isn't and can't fully be utilized in the college setting.

I like a very structured environment where the guidelines are set forth and easy to understand. I don't like it too strict though, I like room to explore and research in my own way.

> The school I go to is about what I need to learn. My only complaint is that there are students who aren't there to learn and hold up the process or cause it to be more difficult for all of us.

I think that learning helps me become more independent and self-reliant. I have more choices about where I go in life and what I pursue with an education. An education (not just in school, for instance I think traveling helps also) makes me less dependant on other people and society by allowing me to see things from more than one point of view (perspective) and more than one way (i.e. process). I also think that the personal and mental challenge that an education CAN have helps me to grow as an adult and better understand myself and other people. A strong interest in a subject matter breeds discipline and increases my ability to learn things.

> Reed's philosophy for education is closely aligned with my own. Most basically, Reedies are not tunnel visioned into career fields. The only conflict I am having is that I am interested in everything and am having trouble deciding on a major. Of course, I will have to decide on a major no matter where I go and it is not the fault of Reed. Really, what I miss is the opportunity to explore different areas without the pressure to commit to something. It is like this in middle school I was excited for high school so that way I could choose my classes, but being an 'Advance' student and the necessity of taking certain courses to 'prepare for college' didn't give me much room to explore. So in high school I was excited for college so that way I could choose my classes, but here I am and I am expected to have my exploring done and a decision made.

<u>Few MEY (3 to 5 Years)</u>

I learn best when there isn't too much emphasis on memorization. In other words, I learn the best when the emphasis is on theories and analysis, rather than on fact and detail. I also believe that people should learn what is interesting to them, not what society has deemed "necessary." Although every child should have a fundamental background in a variety of different areas, an effort should always be made to trigger his excitement and interest in the subject to be learned, otherwise learning will become a chore--something to be dreaded or even feared.

> Whitman is a small, liberal arts school, which means that I am essentially learning "how to learn." The classes I am taking are very general, and serve to give me an educated background from which I may go on to continue my education in a more specific field.

I believe that integration between many DIFFERENT topics in the educational system would maximize, or at least improve, a child's ability to learn effectively. There are many different opportunities in life, so why not educate all children in these areas of opportunities? I understand financial problems, and the impossibility of giving education on every single topic in life, but it would be good for someone to try. I also understand that many people already know what they want to do from a young age, and won't be convinced to do anything else. I think that this just shows a very narrow-minded and prejudiced view on things. A child needs to be introduced to just about everything in his/her younger years, because it's what is taught in these years that determine what a child likes, excels in, or knows.

> In my school, Reynolds High School, the education policies come close to what I think it's capable of. But I said it comes close; it doesn't match with what I think. For one thing, I (personally) have always though there should be 36 hours in one day). This would mean that there would be more time to do things. But, since there are only 24, I believe that the schools should make more periods in a day. I know that there are before- and after-school classes, but even these are not enough; especially for children involved in sports or music. I know that I can't do much about this, but it's always nice to think about having 36 hours in a day. More time for school; for sports; more time to get homework done; more free time; capable of getting to places on time. Maybe that last one isn't true, because if there are more hours in a day, then people would just add more things to do!

No comment.

> Pretty well.

Education is that which teaches us to learn and understand what it is that is all around us and that which gives us a means to appreciate it. I think education especially at Montessori school has made me a very whole, wise and successful person.

> My best ways are terrible as I am a true procrastinator and a crammer. The schools methods suggest otherwise.

Taking challenging courses has definitely maximized my ability to learn. Also, getting involved in extracurricular activities has been very helpful.

> My high school tends to give a lot of "busy work," which I find very boring and useless. I prefer to participate in class discussions or thoughtful problem solving, where I can challenge my mind.

There are several things which maximize my ability to learn. The most important is my personal interest in the subject. It is hard to be excited about something which is not interesting. The second is my belief in my ability to do the work. If the work feels impossible it is difficult to even begin because then I feel as if I have wasted my time because I have invested so much and haven't gotten anything out of it. If I feel that I can accomplish a goal and the finished product will be as good as I wanted it to be I have much more motivation to invest myself in the project. The final thing which is most helpful is the absence of grades. I have unfortunately had to deal with grades since high school. The problem with grades is that they impose another's standards on your performance. I feel that learning is a very personal journey and when someone else tells you how valuable that journey was it is such a false, contrived assessment. I do not feel this way because I have been getting bad grades just because I don't believe they are the best way to go about things.

> I have a hard time meshing my best ways to learn with my college's methods. I work very much on my own time schedule. I also am a very methodical learner and I have too much work to take as much time on it as I need to. I do enjoy the cooperative approach the engineering department uses in it's methods. We often have lab groups which we work with to both perform the experiments and write the lab reports. The only problem with this is that most people here don't work well in cooperative groups. They tend to like to compartmentalize things so we'll work together by dividing up the sections of the lab instead of all working on them together. I understand the need to do this though because of time constraints in our busy schedules.

My philosophy of education is that everyone should be given the chance to go to school and they are taught there by good teachers. The things that maximize my ability to learn are a good teacher who can explain things, an interesting topic, my concentration and if a teacher is talking or lecturing a fairly quiet room.

> Some of my classes are too loud and disruptive and some of the things we learn about are pretty boring.

I need to enjoy what I am studying, and I need to know why I'm studying. I also need to be comfortable in class, or comfortable doing the homework. This means that the teacher needs to be a nice, friendly person, and his/her assignments need to be clear, and need to make sense. There's nothing worse then a teacher who I do not like personally, and a teacher who gives assignments that are difficult to understand. My attention needs to be on learning, not on what exactly the teacher is expecting of me.

> It all depends on the term, and the teachers I happened to get. This term I don't like any of my teachers. My CS teacher is a show off, and doesn't seem interested in teaching, and his assignments are hard to understand because he is too lazy to make them make sense. My Physics teacher has a very strong Russian accent, making him hard to understand. And my math teacher is very easily annoyed with

> the class's lack of participation, and is quick to make general insults directed at the students. All these teachers are making it hard for me to learn. It should be noted that this isn't the "school's method".. it's the individual teacher's. My political science teacher, for example, is a really nice guy, and has a fun personality. Even though I'm not interested in politics, I find that class very interesting, and I learn very easily.

I like being able to work at my own pace. In certain subjects I like to go over something numerous times so that I am sure that I have it down. In other subjects I like moving at a quick pace and only briefly touching on the item. So it is very important for me to be able to do things at my own speed.

> My way of learning does not really fit with the schools. In class everyone does the same thing so it is hard to accommodate for everyone's needs. Therefore we move at one pace which suits me sometimes and other times it does not.

I think that education is very important in our society. I also think that the arts are a very important part of our education system. The arts especially enhance my own ability to learn.

> Perfectly. I go to an arts school.

APPENDIX D

At this time, what is your professional or career goal? How sure are you about your professional or career goal? [Scale: Very Unsure=1 to Very Sure=7], [Code: y=youth (under age) 18, a=adult (age 18 or over)]

Many MEY (10 to 15 Years)

(3,a) I know I am looking at social work and photo journalism. Travel and writing must be involved in what ever I finally decide to do. I feel though that I have a real calling, if you will, for social work, specifically with youth.

(1,a) I don't have much in mind beyond school at this point. I want to have a career that I can feel good about politically (how it effects others) and personally (how much I enjoy it). I don't see any careers like that available at this time, anywhere. Sorry.

(6,a) To become a (print)journalist and/or a published author.

(6,a) My realistic long term goal is to work for a highly successful company, such as Lucas Arts or Pixar. Specifically I wish to make a lot of money for using my creative talents in such a way that the results of my creativity are highly appreciated. A more fantastical goal would be to own my own company, making computer games or animated movies. This company would be very successful and I could work creatively without worry of financial support.

(6,a) I want a degree in biology, and eventually a Ph.D. in Marine Biology.

(6,y) I want to be an astronaut.

(5,a) I'm studying International Economics, and I'd like to retire early. I don't have a particular goal, as long as the job pays well and gives me an opportunity to travel. International Economics and Politics seems a versatile job to me, giving both opportunities for wealth, in the private sector, and travel, while working for the state.

(4,y) I am interested in Theatre, mostly as an actor, but perhaps eventually I will try my hand at directing. Also music has of late become a major interest, one that I intend to pursue.

(6,a) I want to become a Veterinarian.

(4,a) Some sort of position within the field of international studies- something including travel.

(7,a) To explore all my interest as best as I can.

(5,y) Since I have not narrowed it down to one single profession, my goals at this time is to go to school and expand my mind. I am looking forward to college and have ideas on what I would like to study such as philosophy, anatomy, anthropology, American history, art history, painting.

(6,a) I want to be a mathematics teacher in a jr. high or high school.

(6,a) To be a mechanical engineer and to one day own my own engineering firm.

(6,a) I am currently a BS Health Science major, and would either like to go on to medical school, or to work in a medical environment, working one on one with others.

(6,a) I hope to become a software designer.

(7,a) I wish to become a Jedi Knight.

(5,y) To become an herbalist and work in a foreign country.

(4,a) I am studying to be a fashion designer.

(5,y) Actor, Singer, Dancer!

(4,a) I want to graduate with a BA in psychology and go on to get a Masters and possibly Ph.D.

Some MEY (6 to 9 Years)

(5,y) Right now I think I want to be an astronaut.

(3,y) I want to go into a career involving health sciences or engineering, I am not yet sure where specifically.

(5,y) To be a reconstructive surgeon.

(1,a) At this time I am starting to apply to graduate schools to study either Hydrology, Soil Science, or Environmental Studies. I am currently thinking of starting grad. school in the winter of '00, and continue working for the City of Portland until that time and during that time is I attend a school in Portland.

(5,a) At this time I have great aspirations to be an Environmental Consultant. It's a field that I have always had an interest in. I want to be able to make the world a better place than it is today, and make a good living in the process. I want it both ways.

(7,a) I want to have a fun job. I don't care if it is in my major, I just want to have fun, and not come home complaining every night.

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(7,a) To become wealthy and happy enough to do the things that I want to do when I want to do them.

(6,y) I want to be a pediatrician.

(6,y) My goal is to have a steady job that I like following college, however, I do not know yet what I want that job to be.

(1,a) I plan on studying science and possibly medicine.

(1,a) Stay alive.

(3,a) A foreign service agent.

(6,y) Right now I am interested in going in to law enforcement or the political field. My choices will probably change before I am out of High School though.

(5,a) Ideally, I would like a job that does not have a regular 40hr. work week and that involves many different types of personal responsibility. For instance, I could see myself working on one of those smaller Sailboat Schools or as a free-lance photographer, as a doctor in a program similar to Doctors without Boarders, a radical environmental group, or for National Geographic (my dream job)

Few MEY (3 to 5 Years)

(5,a) I would like to finish college, go on to graduate school, and eventually become a psychologist, although I'm quite certain that other exciting career opportunities may present themselves along the way, changing my plans....

(4,y) I have always been interested in everything in life, so it is very hard for me to make any kind of decision on what I want to do. But, since 7th grade, I have been forced to choose something as a career. These decisions have just been small assignments, and are definitely not set in stone, but they troubled me all the same. To say what my more possible careers could be, I would say that I have always been interested in art and computers. Possible careers in this area for me could be drawing comics; animating movies, or special effects in real-people movies; computer-animation (Like in Toy Story), or clay-mation (Like Wil Vinton's movies); video or computer game designing and programming. I believe that I am able to understand computers well, and I think that this is good, since computers are becoming very important in our society.

(1,y) I'm not sure yet.

(6,a) I want to travel the world helping/teaching people about system software.

(6,a) I like to become a sports medicine doctor, orthopedic surgeon, or a radiologist.

(6,a) I plan on becoming a structural engineer. Working mainly with building design.

(3,y) To complete college and get a job in math or science. At the moment I think I would like to go into Botany.

(7,a) Some sort of system administration or consulting (for the computer science side of me) Professional touring and recording musician (for the musical side of me - this is a serious goal which I fully expect to achieve).

(5,y) I would like to go to college and get a masters degree in something having to do with technology. I am not sure at this point in time exactly what because I have a long time until I need to think about that.

(4,y) Actor, Lawyer, Game/software developer.

APPENDIX E

How has your Montessori experience affected who you are today?

Many MEY (10 to 15 Years)

In every way. I am who I am due to the choices I made in my education, the guidance and encouragement I received from teachers and staff at school, and I see my Montessori education show its affects in random ways: I seminar about everything, I ask lots of questions. I don't ask people to do things for me, but I ask for assistance or advice. My mind and view is extremely wide open to new ideas. These are just a few general ways in which Montessori has affected my life.

I think that the strongest ways that I was shaped through the Earth School are all based around the fact that I was in a setting that had virtually no issues of poverty (class), race, or violence. This sheltering helped me develop I naive idealism that I am still attempting to shake. However, I was also greatly effected by the teachers that I was allowed to develop friendships with, and these often permitted me a chance at exchanging ideas in a way that permitted me to see many of my presuppositions and call these into question. I was also given an opportunity to reflect upon the nature of my education and I eventually dropped out. How short do you want these answers?

Drastically. I think that the Montessori experience I had allowed me to develop my academic abilities to their full potential. The Montessori environment, and also the particulars of my experience (e.g., small peer group at the Earth School) has also affected my social behavior.

I believe that I am an open-minded person, interested in philosophical/spiritual matters as well as day-to-day concerns. I know a great deal about how and why I learn. Both of these points are a result of FMES and SFA. However, I was not as comfortable as I would have liked with the vast numbers of people in college. This is due to the incredibly small number of people involved as students in the Montessori program (at least in Portland.)

Very much! It has affected me by the way that I communicate with my peers, work with my peers, and get along with people. It also has helped me greatly in matters of school and learning.

I understand myself fairly well, I consciously realize what I am doing and I know when I'm learning and when I'm not. I understand what teachers want, and I understand synthesis. I am not used to large schools and I think this dumb 200 person school is big. I think myself capable of most things that I want to do.

For sure, I'm a different person altogether from those who weren't exposed to Montessori education. Although I dislike bragging (perhaps as a result of the Montessori method; I wasn't competing with classmates) I can obviously tell that I'm a better reader than most

of my peers. How well a person reads is directly related to how well a person writes and speaks, so in one aspect, my Montessori education has made me more communicative.

Well, I suppose that it helped formed a great deal, looking back at what I wrote it sounds very Montessori. I basically have Montessori as a basis of my life. My first memories are when I was attending that school. I think it may actually affect me more than I realize all the time.

It has taught me self-discipline and given me the ability to want to learn.

Made it easier to adapt to new situations.

So many ways that a short paragraph won't hold them. I have learned independence and respect not only for myself but for others. Erdkinder and different earth experiences totally changed my perspective on life. Family and social life greatly improved. I was confident that I could do well anywhere else I decided to go to school. I know who I am and what I want, and the things that I don't know I am not the least bit afraid to explore them. I found friends in the people who taught me and I still keep in contact with them to this day. Those people weren't just teachers that I saw every day, but people that were supporting my life. I don't know or want to know who I would have been if I hadn't gone to Montessori.

I find that I am much more able to take things into my own hands and begin them. Also that I can learn in different ways, while few other people can learn better one way or another. With my Montessori school being so small it really gave me a more personal one on one relationship with my teachers.

It is so much a part of me that I'm not sure exactly how it has affected me. The ideas I learned in Montessori carry over into all aspects of my life, and have helped me to become just the kind of person I want to be.

It has helped me to take control of my learning and to view education in such a way that I believe will ultimately help me to succeed in life. Also, because of the multi-age classrooms at FMES, I am used to helping other students and I have discovered that this helps me to learn and to solidify my understanding of materials.

It has helped me feel more confident in being confident around others, and want to work with people to learn and teach others about each other.

My Montessori experience has given me confidence and self-discipline.

It has helped me to gain control of my own life and it has helped my personality to grow.

It has helped me to be an open understanding person who realizes the purpose of going to school and doesn't just try to get good grades or go through the workout. It had helped me become a more independent, person that other people can rely on.

Any school I spent over ten years at would have a profound effect on who I was and what I wanted to do in the future. But the specific things about Montessori that have inspired me are the holistic approach to history, the emphasis on being a responsible member of a community, the respect for environment, the teamwork and the overall respect for human existence.

No comment.

Somewhat, it was definitely a good introduction to education as a whole.

Some MEY (6 to 9 Years)

It's effected who I am today by teaching me to treat everyone fairly and try not to put people down and that's kind of what I try to do today without even knowing it.

I enjoyed Montessori schooling very much. It was a nurturing educational environment in which I felt confident in my ability to succeed. I know that the Montessori education made me a better student and it made me interested in learning and becoming the best person I could be.

How can I answer that? It has led to my hating lectures, for one, but I think that it also is the reason that I left my old school, Saint Francis Academy, because I realized that it wasn't giving me the hands-on experience I needed. I think it is the reason that I became so creative, and why I love English so much, all though maybe I am just a creative person.

I think my Montessori experience has made me a very independent worker and a self-motivator.

I can not deny that my Montessori education has in a great way effected who I am today. When I say that, I leave it open to interpretation. When I was a 7th grader, I transferred into public education. It might have been just my personal experience, but that transition was difficult and ultimately disastrous to me. In Montessori I was more protected from the realities of this world than I was in public school. I was not ready to handle the trials that even my first day offered me. I was a different person from that time forward. Closed in on myself. It has not been until now that I have reasserted myself.

It has effected who I am today very much. It is not something that I can easily explain, because I do not know who I would be had I not had the experience, but I know I would be a very different person.

Other than having a few good friends from my years there, I would say that I am probably the same as if I didn't have a Montessori experience.

I feel I did not learn very well at Montessori. I am glad I switched schools.

When I look back on my time spent at Montessori, I remember many great things. I remember having so much fun, but I also feel as though I learned a lot. I liked the setting there. I felt comfortable, because it was set up so that you could become very familiar with things. For example I was in the same classroom with the same teacher for three years in a row. I think this was both a good experience, and a bad one. I grew very comfortable and that helped to overcome a little bit of my shyness. The only problem was after I left the school, it wasn't like that any more and I regained my shyness because nothing was familiar. Another positive thing about Montessori is that it opened me up to music. I love to sing, and I don't think I ever would have known that without Montessori.

I am very independent and can teach and think for myself. The math skills that I learned at Montessori have put me ahead of most kids in my class.

It hasn't.

I believe that I am independent, not fully, but getting there.

I think I have become more open minded than my peers and while most of them think of school and learning as a burden, I enjoy learning all kinds of information. I also think Montessori has helped my problem-solving skills a lot.

I think that my Montessori experience has taught me two things. To be curious and self-disciplined and to appreciate the diversity of public school.

Few MEY (3 to 5 Years)

I think I am able to make the smallest experience or piece of information into a learning experience...for me, learning doesn't just occur in the classroom, but everywhere I am. The world is my classroom--I need only to make good use of the opportunities it offers me.

My Montessori years were from Kindergarten to 3rd grade, and I don't remember much of what happened. But I do remember that the Montessori educational system was closer to my idea of good teaching than in the public schools. I was already learning cursive, country flags, and complicated math in Kindergarten. My five year-old brother is in a public school Kindergarten, and the things they do are very childish compared to what I did. In 1st grade, I remember doing long division. VERY long. So long it took up a whole sheet of posterboard. I remember doing squares, and square roots, and learning about pi. The education at my Montessori school was far advanced compared to other education and I am grateful for it. As I said in #10 [philosophy of education, maximizing ways to learn], the education given in the younger years, determines what the child excels in later. I was given so much education on various topics at the Montessori school, that I can pick up ideas of almost anything, and I understand them better than most people.

With this ability in different areas, it has affected my grades in school (which are straight A's), my sports, and helped me with my violin (which I also started in the Montessori school).

I think it helped me as far as being a group learner.

It was one of the most wonderful experience I have ever had. I gave me what many children are deprived of, higher learning, science, dance, theatre, math... I learned so much there and in the most wonderful surrounding a child could.

It has made me an absolute perfectionist! It has also given me self-motivation, courage, personality, self-esteem, responsibility, initiative, and leadership.

My Montessori experience along with all of my other different educational experiences have given me a different perspective on education. I think about how things are taught more than most people. Montessori has mainly affected how I learn. It made me a very visual learner. I believe this is why I am interested in structural rather than electrical engineering. I like doing structural engineering because I can see what's going on where I can not visualize what is going on in an electrical circuit. It has also made it difficult for me to deal with deadlines and other restrictions on my education.

It made me smarter. Because I learned a lot of things a lot earlier that I would have in a normal public school. So I was able to move at a faster pace and learn things at a higher level.

I honestly think I am smarter than most of the people around me. I know how to think quickly, and learn quickly. I know how to figure things out on my own. I can read between the lines. I think that I am a very good writer (given a spell checker), and am able to communicate my thoughts very clearly. I am very detail oriented, and notice every inconsistency - especially in my own work. I have a feeling most of what I have described can be accredited to Montessori. (I am very reliant on my spell checker, and calculator though... I think that's my own fault!)

It has affected me greatly. I can look at many things more openly and not so stereotypically. It has let me see that everyone is different in how they learn and what they like but are still nice people. This is not something you see in public schools like the one I attend.

No comment.

APPENDIX F

Make up a story about this picture, telling what led up to the event shown, describing what is happening now including what the characters are feeling and thinking, and giving the outcome.

Many MEY (10 to 15 Years)

There is a small kingdom where the sun always shines and people are all loving. There is no crime, except that of gossip and love. The king has been murdered in his sleep and the prince has been blamed for the murder. In the gossip circles in he kingdom, rumor has it that the king was going to pass the crown onto his brother instead of his son. (The king's brother is only a year older than the prince.) The prince's best friend is a great warrior. The warrior confides in the prince that he believes he did not commit the murder. In order for the truth to be told, someone must travel to where the past, the present and the future are all kept in the mind of the great beast. The people of the village fear the beast, but because of his great love for his friend, the warrior goes in search of the beast. After months of walking, he finds a large proud creature leaning against beautiful golden gates. The creature's fur is a bright crimson with golden highlights due to the sunlight that surrounds him. Slowly the warrior approaches the creature. "Do not be afraid of me, boy," the creature said. "Are you the great wise beast?" the warrior asked. "Yes, and I have your answer." The two talked for hours and the beast told him what was truth. The warrior rushed home and told the village what they were relieved to hear. The prince had not killed the king, but it was in fact the brother. He was put in the prison until his death. The warrior was praised and the beast was no longer feared. The prince went to meet the beast and thank him. The sun then continued to shine in the kingdom and the beast continued to know the past, the present and the future. The end.

No comment.

The kid was trying to get into a nightclub and now the bouncer won't give him his fake ID back (not inspired by anything in my life).

Unfortunately I am familiar with this book. Although I never read it, I know it is A Spell For Chameleon. I will do my best to play along with the question. This picture shows a man and a guardian beast in a riddle contest. The man traveled from afar to reach this palace and now must out-smart the protector. The man is thinking "God damn I hope he doesn't stick me with that wicked-looking scorpion tale," and the beast is thinking "this

twiggy young fellow sure looks cute in that tunic." In the end, the man outsmarts the beast and gains fair passage past the gate. Inside, he obtains the fabled treasure he has sought for so long, a meaty chunk of stock in Microsoft.

The boy's sister was taken to the kingdom of the beast, and the boy is there to bargain for his sister. The beast is mighty and powerful, but the boy is smart, and challenges the beast in intellectual ways, which intrigues the beast, and so they are able to communicate civilly. Though the boy is nervous, he stands his ground, and the beast, in awe of the boy's courage, is intimidated by the boy. They have a challenge of wits, and the boy so impresses the beast, that the beast eventually allows the girl to go, and protects the boy and his sister, as well as their families for the rest of his time.

The boy is a prince. The monster is very wise. The prince is arguing for admittance to the castle, where they say that wisdom and your hearts desire and the power to rule is kept. The monster says he is not ready. He must go out into the world and live, and when he understands pain and he understands his subjects and he no longer wishes for power then he may have it. He argues, but to no avail, so he does what the monster says. When he returns he has found his own wisdom, and he says he no longer wants what is inside the castle, but the monster gives him freely the power to rule since he has renounced it.

No comment.

"There was a time" said the griffin "when I would have gladly helped you into this castle. But now I have certain obligations to others that I must fulfill. One of which is guarding this door. "Oh come on," said the girl, "I am sorry about leaving you without leaving any of the loot, but that was years ago. Forgive and forget, right old buddy. Now how about you raid this castle with me, and we split the loot and go on the road. You know, have a little adventure. It'll be just like old times." "No. That's just what they are, old times. We were younger and foolish, and you betrayed me. I can not forgive you for that." The griffin rose and shielded the door. Now run along, and I will let you live." "Well, if you don't want to have any fun, just turn away, say you never saw me, I must have crept above you." The girl stepped forward. "If you do not stand down I will be forced to kill you. You understand, just doing my job." "Hey now, you hurt me would you. I don't want to fight you, but I'm not leaving here until you let me pass." The two stood staring at each other, neither one wanting to back down. I'd write more but I really don't want to, and I think that this is long enough.

This is an evil monster who is guarding the castle of his prince. The man who is talking to him is distracting the monster while his partner attempts to climb the gate and steal back his royal crown, which he needs to become the king of his land.

The young knight was looking to enter the gate behind the red beast. However, to pass he must solve a riddle. The knight feels confident that he will prevail as he holds out his hand in an explanatory pose. The beast grants the young knight passage into that which lies beyond.

"So what are we going to do today Joe?" "I don't know? Hey Tim lets watch a movie!" "Ok." "What should we watch?" "How about the one with the lion that looks like a scorpion and the boy who is his friend?" "No that is so boring. The lion thing eats him." "Fine. Just turn the TV on." "Cool."

"Have you seen my keys? I have been looking for them all over and can't seem to find them." Tim said to everyone he could find. But always was given the same response. The strange looks, the scared children running away, women hiding under things whimpering. Tim had learn to live with this over the 3,000 years of his life. His fluffy main, his scorpion like stinger, his bat like wings. Yet he was too heavy to fly on his wings, due to his love of the taste of mayo, so he drove his '59 Chevy everywhere that he went. But months ago he had lost his keys and had been wandering around this god forsaken town looking for them. "Pardon sir, or what ever you are, but are you not the beast looking for his keys?" "Yes, I am looking for my keys. Have you seen them anywhere?" "There is a rumor flying around that the king holds them up in his castle so you can not get away." "But why would the king want me to stay here? I have been driven out of every other town," Tim said leaning closer, wondering what the response would be. "You see" the young man went on, our people keep being ransacked by a group of men from another town. But now that you are here they do not come for fear of you. So the king wants you to stay here and live with us. I am his advisor here to ask you to do this." "I will do this thing you ask, but in return you feed me and give me a place to live, and I don't want to pay taxes, you have to pay me." "O.K. you got it. "So the two shook hands, or hand and paw, on it and Tim lived in the small town for the next 2,000 years until he died. Then the town because it had saved up all the jewels for thousands of years was robbed and burnt to the ground by a band of men. The End.

Once upon a time there was a kid sitting around, and he was bored. So he began to doodle on his paper. You see, he was bored for a very long time, so his doodle soon became a very exact drawing (it is pictured above). This kid looked at his picture and began to analyze it. He realized that he needed to talk to his parents (shown by the big ugly monster). Isn't it neat what you can learn from your doodles?

The man has been on a long journey to seek the advice of the king who lives in the castle behind the gate because his outlying village is having troubles with rogues in the mountains and the king controls the army that could save his village. The red beast is the guard of the castle and says the man may not enter because he needs proof of the reason he needs to be let in. The man whips out the Polaroids of the destruction in his village and the beast lets him pass. The king ends up sending the army to help the village and everyone lives happily ever after.

The Beasty thing took the girl's red fur jacket, the one she was going to wear that night. The girl, named Chloe, was very angry with the beasty thing, and yelled at him, she said that they were no longer friends and she wanted her coat back promptly. Chloe was selfish. Although the beasty thing should have asked, he realized that what he had done was wrong, and he felt guilty, especially after he spilled his salsa on the front. The Girl

forgave the beasty, and after she had time to cool off, she apologized as well for yelling at the beasty thing. In the end they remained friends, but the Beasty thing promised that he would ask before he took next time, and Chloe said she would try to be more open to sharing.

The manticore is the guardian of the gate that the man is trying to pass. The man is trying to persuade the guard to let him enter, but the manticore is stubborn. The man has good reason; he has something that belongs to someone within the gate and he needs to return it. The manticore has instructions to allow in only those with the proper pass, which the man does not have. After an hour or two, the manticore is convinced by the man's persistence and sincerity, and allows him to enter.

"Well, what have we here?" Jinn said. He was facing a massive creature with the body of a lion, the wings of a bat and the tail of a scorpion. He wasn't sure what to do. If it came down to a fight all he had was his knife. And it was more ceremonial. "I am a Scorpion. I have been instructed to lead you to my master, grtonnon. Follow me." The creature turned around and left. When it approached the gate it immediately opened. "Will wonders never cease. It can talk." He followed the Scorpion. They walked through a long twisting staircase. When they got to the top there was a long hall that ended in a massive door. The two walked to the door. It opened. "Enter." The Scorpion said. Jinn went through the doorway.

The young man, Andrew, is at the gates of Hell. His wife died recently and he has gone down to Hell to rescue her. He is arguing with the Chimera to let him take his wife back to Earth. The Chimera, Bilphon, is angry that Andrew has the nerve to come and ask him for his wife back. Andrew is afraid but determined to get his wife back from Bilphon. Eventually Andrew succeeds in convincing Bilphon to let him take his wife back home to Earth.

The little man has come to deliver the dragon a message from a far off kingdom, it is a very important message and the dragon is very moved. The messenger knows it is important and offers his help. The two set off on a mission very determined, they become great friends and are rewarded for their heroic efforts.

This man is on a conquest to reach his loved one and this monster is blocking his path. So he is trying to reason with the monster to let him pass into the castle where his love is entrapped.

The Knight is talking to the Beast. The beast is contemplating eating the knight. The knight is trying to be witty and outsmart the Beast into not eating him. They must be in a Castle or a Cathedral.

Some MEY (6 to 9 Years)

Once upon a time there was a man who lived a fair life and was not rich but he was not poor. But then one day a big mean looking monster came to his door and the man was very frightened. So the man went at the creature with a pitch fork. But then the creature said I don't want to hurt you I just wanted to know if you had something. Well since the man was very kind and very understanding he put down the pitch fork and asked what the animal wanted. And the animal said he wanted some honey. He loved honey it was just about all he ever ate. So the man gave him some honey the they became best friends.

As the prince finally reached the gate of the oracle he saw the giant griffin that guarded the oracle from thieves and crooks. As the prince approached, he was afraid of the giant creature that loomed over him, but as he came closer, he felt a surge of confidence come over him. The griffin saw the prince approaching and was frustrated as he had been approached by hundreds, even thousands, of daring young knights and princes before. The griffin asked the prince the riddle that he asked everyone who wanted to ask the oracle a question, not expecting the answer, as no one had ever answered correctly before. As the prince came closer, he simply said, "Why, a spider of course!" The griffin was so surprised as this was the right answer. After he got over the initial shock, he opened the gate to the oracle and the prince stepped through.

The two friends met at the gate. The creature knew that it could not let his friend pass without a struggle, and the woman knew that she needed to pass in order to continue on her quest. "I challenge you to a game of wits," the creature said, realizing that there was a way to let his friend through. "What walks on four feet in morning, two feet during the day and three feet in the evening?" The woman smiled, she knew this answer, it was from a story the two had enjoyed when they were younger. "A man, for he walks on four feet as a baby at the dawn of his life, two feet when he has matured, and three feet when he is an old man and needs a cane." The creature nodded agreement. "Now, Anon, you may pass." "Thank you friend."

Back in the day of mythical creatures and knights in shinning armor, a young knight set upon a quest. The quest was to travel the world and experience the more-than-human-world. The main difficulty with this quest was one of language, and how humans perceive the communication skills, reasoning, and abstract thinking abilities of the more-than-human-world. The young knight set out to overcome this perceived problem by setting aside his ingrained language skills and began listening, and he found that with listening and observing he could communicate with the more-than-human-world. As the knight traveled through the world he encountered many creatures in which to experience, from the tall mountains to the birds flying above, to the grass blade and worm under his foot. On the hundredth day of his journey he came upon Sebastian, a more unusual creature than he had ever seen before. Though at first sight this large red creature, a mix between lion, bird, scorpion and human, seemed rather terrifying, the knight upon approach found a creature to which he could converse with. Sebastian was a great leader of his kind, and was more than happy to discuss his life and experiences with his young attentive guest. As the two shared their experiences over the years, time passed quickly, and when they were through the young knight excused himself from his new friend's

presence and continued on his quest, with an invitation to return to Sebastian's home anytime.

At first glance the winged creature seems the be guarding the gate. But this is not the case. Looking at it more directly, the man is talking with the creature as a friend. The setting is in a castle. The human and the creature both live in this castle together. More it's more than just that. The human and the rest of the humans that live there, claim it as home, and have for many years. The creature and those of his kind have been hunted for many years. They are viewed as monsters that hunt human for sport. This is not that case. The creatures are just as we are. They just want to live in this world and make a place for themselves. Many years ago this creature, Masson, came to this castle and asked the people here to take his kind in, to protect them, and in return the humans would get protection in return. A mutual protection. The humans have been the object of plundering for many years. Both agreed to this situation and now the human, Tyre, comes to talk with his now long time friend.

"So I says to Lulu, "Lulu, it looks like a lovely day for a picnic." And she says "Yes that would be lovely." So we set of to country side and stopped by a grassy knoll. And there was a strange man on the grassy knoll that day, but we never really paid any attention to him. So we sit down and Lulu makes a comment about the length of my shorts. It is feeling a bit drafty today I thought. So I stand up to see how short they really were. That is when I slipped on a poorly discarded banana peel falling back and to the left, back and to the left, back and to the left. So as I was falling down the knoll, back and to the left, I happen to roll into a very important Hollywood producer. He was so amazed at my feat that he offered me a stunt double job. I took it right a way of course. So he puts me in a taxi and I am on my way. Any how to make a long story short. The first picture I was in, I was doubling for a man the call Vanilla Ice. I guess he had a short lived fifteen minutes in the early 90's. Any how, in this movie the costar was Naomi Campbell, she was also in Miami Rhapsody with Sarah Jessica Parker who was in Foot Loose with Kevin Bacon. So, I too am Bart of the immortal 6 degrees of Kevin Bacon. And I was just on my way back to the grassy knoll to pick up Lulu, who I left there all those years ago. I hope she had enough food in the basket. "Why won't this guy shut up?" [ADDED IN A LATER EMAIL, TO A QUESTION BY RESEARCHER ASKING FOR CLARIFICATION:] Lulu was the love interest of the man in the short green shorts that he left on the grassy knoll, and he was on his way back to pick up. He assumed that she would still be waiting there for him after this undefined, but assumed to be very long time has past. The red beast was merely someone he ran into on the way to pick up Lulu, and felt that he should hear the story.

The man is on a quest for something and the Griffin/Sphinx has the means to the end. Evidently the man is having a debate about a question or point of interest. If mythology holds true, if the man can answer the question or riddle, he is allowed to continue with his quest (If my memory holds true, this is a cover of a Piers Anthony book, but it has been a while). In the end, he answers the question and is allowed to pass with newfound information.

It is a confrontation piece showing two different unique creatures and their curiosity toward each other. The characters are intrigued and are trying to understand what the other one is thinking. A possible outcome is that the person flies away on the red creatures back to the land of OZ.

No comment.

Prince Leroy is pleading with Thamus the guard for the evil Morloy. The prince has made his journey on behalf of his people to ask for some food. The greedy Morloy has hoarded all of the food in the region in an attempt to retain his power and prevent a possible rebellion.

That is me dressed up as a boy, and the big hairy red thing is my boss. I'm about to kick his hairy butt to China. Why? Cause I can in my imagination.

The two figures represent two friends. They are travelers, and they were traveling together. They encountered a witch who gave them explicit instructions not to enter the enchanted castle, but the adventurous one disobeyed orders and was immediately turned into this tiger-scorpion-bat. He is red, because he was a red head before hand. The only way that he can be transformed is if he gives up something that was very important in his life. He gives up his imagination, because he thought that he never really used it very much anyways. So he accedes to the punishment and lives a boring life with out creativity, and for this reason his traveling companion leaves him because he is boring.

There was a man who was very cunning and wise. His wisdom was known throughout the world, but this man devoted most of his time to make himself rich. Having done this he was one of the most wealthy men in all the world, but his greed overcame him. He continued to use his mind to gain fortune at other people's expense. One of the times his scheme took lots of treasure from a griffin's lair. The man continued his life in hiding for a while, fearful of the Griffin's wrath, but the Griffin confronted him on his way to church one Sunday. The Griffin threatens to kill the man, but the man says that if he kills him he will never get his treasure back, for he doesn't know where it is. The Griffin, not being a smart animal still kills the man and returns to his lair.

I'm skipping this because I don't have the time, not because I don't have anything interesting to say. Sorry.

Few MEY (3 to 5 Years)

The man pictured is undergoing hypnosis, in which he has been told to create a beast which symbolizes all the frustration, anger, or fear which he feels about some area of his life. He is picturing himself confronting this beast, telling it how he's feeling, etc...so that he may gather some insight into how to deal with it once he comes out of his hypnosis.

Far away, in a land incomprehensible to you or me, lies the World of Elements. The place that is the origin of the elements that gave us life Water, Fire, Wind, and Land. This country has been divided from its very beginning into four distinct regions; these regions correspond with the four Elements. The Green region for Water, Red for Fire, Blue for Wind, and Yellow for Land. In the land of Water, the King had recently burned himself while basking in the sun, and he called for his political advisors. He asked them what could be done to prevent further burning from the sun. One said, "Find a gigantic pair of sunglasses, and place them between you and the sun." Another said, "Build a huge rocket, and shoot it at the sun, thus destroying it." The last one said, "The sun is powered by fire, so why not destroy the empire of Fire?" The King, always being one for combat with other people, sent for all the men in his kingdom. "My friends, a time of great need has set upon us," the King announced, "Our enemies, the Fire-ians, have attacked us with the most brutal of their forces Burning us with the sun. We must retaliate with our power to free ourselves from this oppression! Will you help me!" A loud cheer went up, and the King knew he had succeeded in his little spiel. One man was chosen out of the many for his strength, intelligence, and bravery. (That's kind of cliche, sorry). The King looked upon this poor fool, feeling sorry for his fate. But the King would not let this show, so he outfitted the young man with everything he would need for his journey to the land of Fire. (It wasn't much, since the land of Fire was only a stone's throw away from the land of Water). The young man was given food, water, weapons, and clothes; these clothes consisted of green boots, a white shirt, a green vest, and a pair of green shorts that were way to small. When the young man set out, he left knowing he would not return, but would succeed in his mission. He arrived at the gate of the land of Fire in 10 minutes, where a huge, genetically engineered creature stood guard. The creature was 9 feet tall sitting down and was red from head to foot. The combination of animals used to create such a creature appeared to be a lion, a scorpion, a bat, and... a human! The young man approached the creature feeling nothing but malice for this infernal being that dared block his country's need for freedom. The creature, upon seeing the young man, laughed in spite of itself, but immediately replaced the laugh with a scowl, and replaced all thoughts of humor with a feeling of sworn silence to the man.

It takes place many years ago, the man is mad because his animal friend left without telling him where he was going and the man got worried. The animal feels bad and decides to make it up to the man by cleaning the castle they live in.

This young price is on a mission to save the princess and is currently trying to out wit the evil scorpion monster in to letting him through the gate.....the outcome is that of the most beautiful fairy tale where yes the prince does save the princess and in the most heroic way...encasing her in the end in the most passionate kiss.

Prince Charming finally meets up with his rival, Scorpragon. Prince Charming will try to defeat Scorpragon, who has taken over the royal palace and turned it into a dungeon. With the help from his horse, Silver, Prince Charming will trick Scorpragon into falling in the crocodile pit. Scorpragon will surrender and Prince Charming will change the dungeon back into the royal palace.

Once upon a time there was a young man named Clindor. He loved a beautiful woman named Lyse and they married. One day Lyse was walking through the forest and she saw a lovely field of flowers and began collecting some for a bouquet to take home. After she had picked several an evil witch appeared. "What do you think you're doing?" she said. "I'm just picking flowers to take home for my husband" replied Lyse. "What makes you assume you are free to take those flowers?" the witch said. "They are just wildflowers aren't they for everyone to share?" "No they are not they are my flowers and now you must pay for them" the witch informed her. "But I have nothing to give" Lyse replied. "You can give me your love" the witch said. "But I do not love you," Lyse replied. "Then I will take your love for your husband," "No please no" Lyse begged "anything but that, he is everything to me." "You have nothing else to give and your debt must be repaid," And with that the witch waved her hand and stole Lyse's love for Clindor. Lyse became a lost soul in the world. She wandered around as if lost in a fog. Clindor finally found her and although she did not recognize him she knew he was kind and because she had nowhere to go she let him take her in. Clindor was in despair without Lyse's love everything beautiful in his life was gone. He decided there must be someway to get her love back. Lyse remembered something about a witch so Clindor went through the forest looking for the witch. He finally found her and confronted her about Lyse. "What have you done with my Lyse?" he demanded. "Oh so you're the man are you?" she said tauntingly. "Yes I am Lyse's husband, I have come to retrieve her love," he said confidently. "She stole from my flower bed so I took the one thing from her she had to give. You know she loved you very much." the witch informed him. "There must be some way I can repay her debt in another way," he implored. "Well if you can prove your love for her is as strong as her love for you then you may have her back," she said. "How can I prove this to you?" he begged. "Across those mountains is a vast desert and across this desert is a large sea and across the sea there is a kingdom where a creature rules. This kingdom has found a secret. If you can find out what this secret is then you will have proven your love." "I will return victorious," Clindor replied. He went home to see what remained of Lyse one last time and to gather things he would need for his long journey. He headed out on his quest full of confidence and optimism. He scaled the high icy peaks of the mountain range. He staggered across the dizzying vastness of the desert. Finally after navigating the dangerous waves of the ocean he reached this far away kingdom. He wound through the streets full of happy carefree people. Everyone was drinking this blue cloudy drink. It was pouring out of fountains at every corner in the town. He finally made his way to the castle. Inside the castle he found this creature he was looking for. He was a brilliant red beast with the face of a goblin, the body of a lion, the tail of a scorpion and the wings of a bat. Clindor approached him and said "I am here to find your secret to save my love." "We have no secrets here stranger," the creature replied. "The witch told me that if I could return with the secret of your kingdom this would prove my love for my wife and the witch would restore my wife's love for me," he explained. "Well I cannot help you," the creature replied, "but you can rest from your weary journey and have a drink and a meal with me" "Thank you," replied Clindor. The creature then had his servants bring a tray with a strange assortment of foreign food and a bottle of the strange blue liquid Clindor had seen in the fountains on his way through the city. The creature served him and Clindor took a large sip of this strange liquid. He could feel it moving through his body. He had never felt this happy before. He began to forget why he was

there in the first place. Lyse became a distant memory like the shadow of a beautiful dream. Because Clindor had forgotten about Lyse he remained in the kingdom for years. During this time though he was visited by Lyse in his dreams. She implored him to come home but he only remembered bits and pieces when he awoke and he was so happy in this kingdom with its magical water that he felt no need to think about anything else. However, he always had this nagging feeling that something was missing. Finally one morning he remembered his dream. He jumped out of bed, gathered his things and ran out of the palace. As he made his way through the streets and the fountains filled with the magical water called to him promising forgetful bliss but he heard Lyse calling for him even louder and was able to resist. He traveled the long journey again across the sea, through the desert and over the mountains. He ran in the door of his cottage and when he kissed Lyse he felt her waking up and returning to him. It was then he knew that the secret of the kingdom was eternal happiness but without true love there is no true happiness. THE END.

There was this man named Detrix and he was a fairy. One day his girl friend Luna was taken by this horrible, red, lion, dragon, scorpion monster named Gilfried. Obviously Detrix was mad so he went looking for her. He flew up to Gilfried's castle and started to bargain with him. They came up with an agreement. If Detrix could get Gilfried a girl of his own Detrix could have Luna back. Luckily Detrix knew of just the thing. He flew down to the valley of the silver mountains and found a same sort of monster. Only she was a cheetah, dragon, peacock that was blue. She breathed fire and her name was Estine. She was thrilled that Gilfried had sent Detrix because she had had her eye on Gilfried she just didn't think he was interested. So both the couples were happily united and they lived happily ever after.

The man and the monster are standing outside the gate to their buddy's house. Their buddy invited them to a big party he's having, but they can't figure out what's going on. They arrived on time, as far as they know, but they see no way inside. They can't find an intercom anywhere, so they have no way of calling their friend. They stand there, discussing the possibility that they may have the wrong date, and they're just totally confused. It should be mentioned that the man is cold because of his short shorts, and the cold weather. He is irritated he has to stand outside there. The monster is hungry, and he's considering eating the man, and going home. He's pretty upset, because the man was SOOOO SURE that today was the right day. (He's got a bit of an attitude.)The outcome? They eventually talk about the miracle of the Internet, the stock market, and the wonderful company Amway. They get REALLY bored, and go home. (The man doesn't get eaten after all).

For about twenty years a prince in a castle has been taking care of a giant egg. A few days ago the egg hatched into a large, furry and terrifying creature. Up until now the animal has been very friendly to the boy, but lately it has been getting very destructive. The prince, Andrew, figures that he is hungry. When Andrew needs to get food for him he can not decide on a way to get the food from the kitchen without someone seeing him and inquiring what he is up to. So now as you see in the picture, Andrew is standing in front of the door to his father's (the king's) room. Andrew has decided that he needs to

show his father the creature. But Andrew is scared that his father might not like the animal. Just then his father comes out and sees the ferocious animal. "My word!" The king exclaims. After some explaining by Andrew the king likes the creature. He wants to use it as a guard of the castle. So the animal has a place outside of the castle where it guards and watches the castle for unwanted guests.

Greg (Human) and his friend from childhood Mason (Manticora) are discussing their relationship over the years. Greg's mother (Greg is about 14) thinks that he should refrain from associating with the monster world, and should find some friends his own species. Mason offers to take Greg back to his own residence, so Greg can live there, but Greg declines this offer, saying it would only create more tension between the monster and human worlds if the humans thought one of their own had been kidnapped. Greg finally, after thinking about this problem, brings his mother to meet Mason. His mother likes Mason perfectly well, and finally agrees to letting Greg continue his friendship, as long as Greg promises to find some other friends as well. And they all lived happily, for a while at least. The End.

APPENDIX G

What are your passions in life?

Many MEY (10 to 15 Years)

Oh so many...I am in love with travelling, and not just as a tourist, but I like living in a different country for months, even years. (I have done this twice so far and hope it is a consistent part of my life, whatever my career may be.) I also love writing (also will somehow be a part of my career). And I like theatre/plays and photography.

My only passion in life is learning. By learning I mean an expanding of my conceptual structures to by more accurate and inclusive in their interpretation of the world I perceive and a broadening of that world through a diversification of experiences. This includes reading, discussing, watching movies, and travelling along with virtually anything else that interests me.

Literature, adventure, equality.

To be successful, to satisfy all material wants and desires, and finally to focus on my spiritual development.

My number one passion in life is biology, however the stereo equipment in my car, and my car itself are also very much a passion in my life. The loyalty that I have for my friends is also a passion I uphold.

Skating, dancing, love, understanding different people. Latin, America, space, the unknown, clarity, truth, and lack of bullshit, perceiving structure, languages, people fighting against injustice.

My only passion is that I experience as many different things as I can. Variety is akin to happiness, I feel, therefor by maximizing the variety in my life I hope, like everyone else, to find happiness. Earlier I mentioned that I want a "well paying job." To clarify, I don't consider money to be a "passion," but the security it provides for those who have it is definitely appealing. In my mind, through having money I can open up new opportunities for excitement and adventure without risking the security of life's needs (home, family, etc.).

Well lets see, I don't think you can rightly say these are in order: theatre, music, living for the moment, I think it is important to find all the pleasure in every moment, and enjoy the people you surround yourself with. I just want to be me.

I like to hang out with friends, I enjoy spending time with family and my dogs. I also enjoy working. Last but not least I love playing sports.

My greatest passion is obtaining understanding about the world around me.

Living. Going day by day and see what happens. I like to take photographs and write (only when I want to, not when I am forced to). I am a basketball player and I spend a lot for time practicing and playing. Also working with children.

My passion is to make sure that I live life to the fullest every day. Not to sit around and say that tomorrow will be great and just sit around and wait for it, but to make today great, and try to top it tomorrow. I am passionate about learning everything that I can about every subject that I can find. More than anything else I want the ability to have debates about different historical events and about philosophy with people just to see their point of view.

Teaching math to others. I just love to see a person's face light up once they understand some concept that used to be totally out of their reach. I love to be Thinking. The world of thought is endless, and needs to be explored.

I really like learning. I get such a thrill when I am working on an engineering problem and I totally understand what I am doing and am able to get the right answer and to explain what I am doing to others. Engineering is something that I am really passionate about, which is of course why I am studying it. I also really enjoy travelling and visiting new places and learning about other cultures, which thanks to FMES I have had many opportunities to do.

To do and be the best that I can, and to be happy, lucky, and loved.

Piano, computers, and Japanese language and culture.

I am a real fan of science fiction. My favorites are Star Wars, Star Trek and Babylon 5. I also enjoy math, science and PoeKoelan (the martial arts that I take).

Baking, fencing, cooking Chinese food, learning about herbal cures.

That's pretty vague! A lot of things. Art, music , travel, reading, running, talking, working outdoors, creating useful and beautiful things.

Acting, Singing, dancing.

Everything--most of all loving and helping people love fashion and shoes too.

<u>Some MEY (6 to 9 Years)</u>

My passions in life are to play sports and play soccer.

I have a passion to learn and to read about things that I do not know or understand. I have a passion to know about things that are different than I am.

Art, writing, chemistry, my cats in particular, and all of my animals in general.

My passions in life are travel, art, my friends, learning, nature- the preservation of nature, teaching others about nature.

My passions in life is just that, life. Anything and everything to heighten the experience I have. I love social interaction. I am in college now, and my social life is a very active one. I go out every weekend. That is the highlight of what I do. I like to travel, but I don't get to do that a great deal. I have not found all that I want to find in life as of yet. I don't know what I find the most passionate to me. I think that is what I love the best, the hunt for it.

Happiness, love, honesty, personal expression. I am currently at a very emotional point in my life where I am starting to find out what is right for me and what I need in my life. Those are the top four.

Upland bird hunting, archery, camping, talking with friends.

Draw pictures and snowboard.

I really want to have a fun and enjoyable life with a lot of activities. I want to be surrounded by friends and family and start a family of my own. I want to enjoy my work and my surroundings.

Always challenging myself. That includes mentally, physically, spiritually, and socially.

Reading, shopping, driving my new car, an hanging on the limb of my boyfriend.

Traveling, fishing, scuba diving, communicating with my friends, getting to know people.

I enjoy being outdoors and like to snowboard and mountain bike. I love to read all sorts of literature, I also like to stay ahead of what's going on in the world by reading the newspaper and watching the news.

People, photography, art, really good rock and roll music, running, school, having fun and doing new things.

Few MEY (3 to 5 Years)

Hobbies I am passionate about singing, hiking, biking, walking, camping outdoors, gourmet cooking. Values I am passionate about Truth, Wisdom, Compassion, Insight, Intuition, Intelligence, Kindness, Open-Mindedness, Courage, Love.

I know that, no matter how impossible it sounds, I want to do EVERYTHING that there is to do. I want to speak every language, excel in every sport, read every book, climb every mountain, swim in every ocean, visit all the places from the North Pole to the South Pole and back again, listen to every piece of music composed, play every piece of music composed in every single instrument, meet everyone in the world, understand every religion, watch every movie, play every game, eat every kind of food, understand every culture and customs, and prove that I can excel in anything given to me.

Writing, sometimes, being around animals, especially horses.

Love and the pursuit of happiness...and flowers.

I love my family, my friends, my animals, and myself. I also enjoy dancing, laughing, relaxing, and having a good time. There are so many things that I love in life that I couldn't possible name all of them!

My family theater (designing).

I don't really have any passions in life. I like to hang out with my friends, listen to music, and play Nintendo.

Music (playing it). Love (the pursuit). Dreaming about the future (shaping it).

My passions in life are many things. I am very athletic and enjoy basketball, track, and soccer. I have played soccer for almost eight years and wouldn't give it up for the world. Also I like to dance. I do ballet at a studio about five times a week and have been doing it for about eight years.

Acting, writing, talking to people and finding out things I don't know about them, being 'weird', talking to my friends.

APPENDIX H

Instead of answering a question, I would like you to make up a few questions about what would make INTERESTING questions for you to answer. Fill in the empty part at the end of the sentence, but DON'T answer the questions you make up. I'm just interested in what questions you WOULD find interesting to answer.

You and your friend have a difference of opinion about…

Many MEY (10 to 15 Years)

No comment.

Whether there should be any schooling at all and if so what the aims of that schooling should be.

...success vs. relationships. If you could reach some sought-after goal or personal achievement, or have a fulfilling romantic relationship, and you could have only one, which would it be and why?

What do you think are the advantages and disadvantages of Montessori Education? (specifically pertaining to those who have never experienced other educational systems)

Religious issues, however, the subject comes up frequently, how do you resolve the issue with him/her?

Politics. What do you do? Sex. Another person, and your relationship to them. Lying.

No comment.

About things like commitment, and school, yeah school is a big one, we all pretty much agree that we don't like it, but have very different reasons for this. Also to what extent people are responsible for others, etc. I'm sure there are others but I can not think of any. Questions, hmm. I think it would be interesting to answer questions that perhaps ask about the present situation of life. Like what is it you do on a normal boring everyday Thursday. Or what characterizes your life and social habits, stuff like that. Also about the world and current happenings.

Smoking, give the facts from both sides and tell why you feel the way you do?

Moral values. How will you reconcile your difference in values with your friendship?

Gays and lesbians. The fighting in Iraq. Religion.

Meaning of life.

What qualities are important for everyone to express? Is one type of education better than another?

No comment.

Cars, she likes the VW Jetta, and you are more partial to the BMW 325is. You each have $5,000, you go to a lot and see two cars of your interest, but each car costs $10,000, you both, desperately needing a ride, have to collaborate your funds, which car will you choose, and why?

...the success of businesses in foreign countries...parenting methods...studying habits.

Well I don't know any real questions for you except, who is the top man in this survey.

What do you think the effect of the computer is on our daily lives and how will it shape our future? What do you think is the next step in the development of our society? What makes the institution of marriage and the family unit important to our society?

No comment.

No comment.

Racial identity and how it affects us in education.

Some MEY (6 to 9 Years)

Why do people have to fight with each other? Why people laugh at each other when its not a laughing matter?

God.

Whether or not to marry and have children. Whether or not handguns should be banned. Whether or not marijuana should be legalized.

How you want to spend the celebration of the new millennium but you know you want to spend it together, who or how do you decide what to do?

...who gets the front seat in the car. ...who is right and who is wrong....what the best way to love someone is. ...why we never call each other.

What type of pizza we would be if we were pizzas. How many speakers should be in a car. When my hair is too long.

Forms of government. Affirmative action. Higher education. Elderly drivers.

What is good music. Whether or not ghosts exist.

No comment.

Politics.

No comment.

What it takes to sustain a marriage, with a couple of two different cultural backgrounds.

I don't get what this is asking.

How we see each other in the future (what we want out of life), explain....

Few MEY (3 to 5 Years)

How to organize your room. What are your fundamental differences, and how do you resolve them? The most important characteristics to look for in another person, and to cultivate in yourself. What do you think, and what does he/she think? Abortion, pre-marital sex, and the death penalty. What do you believe?

Religious beliefs, certain kinds of humor, good books or movies, and all the little quirks that come up in life; but religion is the strongest topic we disagree about. My friend is a strong believer in the Christian theories, while I am a Unification Christian. I try very hard to keep my mind open to any other ideas about religion; even if they come from movies. But my friend is dead-set on one line of thinking, and it is very hard to help him to have an open mind. I once gave him a different theory on Jesus' birth that I had heard, and he turned it away with, "Anything to hide the truth." He was suggesting that he knew what the Truth was! Questions that would be interesting to answer: 1. What is your belief on religion and the meaning of life? 2. How do you think the media plays a role in your life? 3. What is your idea of a good friend? 4. What are any ideas you have about life or our society that would make this world a better place?

How long have you been friends with your best friend? What kinds of things make you smile?

No comment.

...the definition of success?...when to procrastinate and when to not?...the importance of feeling self-satisfied?

Where to go next Saturday what do you do to decide what to do? Your boyfriend, how do you remain friends with her while maintaining your relationship? Politics, how do you

remain friends with someone who disagrees about something fundamental about your beliefs?

What clothes are cool. Star Trek. The color yellow.

How long one should stare at this box, trying to think of something to type in. After 10 min he puts in some stupid answer. How do you feel about that?(Sorry, I just don't know WHAT to say here..)

If you had not been in the Montessori program do you think that you would have the same views on education? If any of your friends have not been in Montessori why do you think it is hard for them to understand what it is all about? What do you think the most important thing about the Montessori program is?

Politics, religion, and favorite art form. How does this affect your relationship?

APPENDIX I

Survey questions.

It is recommended you view the survey online at:
http://www.glennresearch.com/fm-las5.html)

1a. What is your name?

1b. What is your email address?

1c. What is your phone number?

2. What is the highest grade in school you have had the opportunity to complete?

3. What is your marital status?

4. How many children (adopted or birthed) do you have?

5. Briefly describe your living situation (what kind of housing, who else lives with you, where do you live, etc.).

6. What was your total income (before taxes) in 1997? Please do not count anyone else; I just want your own personal income.

7. How far do you plan to go with your formal education?

8. If you are in college, what is the name and city of your college?

9. In the last three years, have you worked or volunteered in a job that you expect will help your career? If yes, please describe the different positions, about how many hours they were for (either total or per week or month), and how you think they will help you reach your career goal.

10. Briefly describe your philosophy of education or what maximizes your ability to learn.

11. If you are in school now, how does your personal 'best ways to learn' fit with the school's methods?

12. At this time, what is your professional or career goal?

13. How sure are you about your professional or career goal?

14. How has your Montessori experience affected who you are today?

15. Make up a story about this picture, telling what led up to the event shown, describing what is happening now including what the characters are feeling and thinking, and giving the outcome.

16. What are your passions in life?

17. Instead of answering a question, I would like you to make up a few questions about what would make INTERESTING questions for you to answer. Fill in the empty part at the end of the sentence, but DON'T answer the questions you make up. I'm just interested in what questions you WOULD find interesting to answer.

You and your friend have a difference of opinion about....